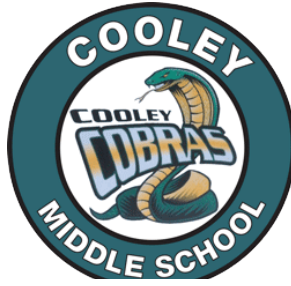


Robert C. Cooley Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Robert C. Cooley Middle School
Street	9300 Prairie Woods Way
City, State, Zip	Roseville, CA 95747
Phone Number	916.771.1740
Principal	Susanna Ramirez
Email Address	sramirez@rcsdk8.org
School Website	www.rcsdk8.org
Grade Span	6-8
County-District-School (CDS) Code	31-66910-6117790

2024-25 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website	www.rcsdk8.org

2024-25 School Description and Mission Statement

Robert C. Cooley Middle School opened its doors in the 2000- 2001 school year with 300 students and now houses approximately 1,000 students in grades six, seven, and eight! Our school was named for Bob Cooley, a long time educator in the Roseville City School District. In 2012 - 2013 & again in 2019, Cooley Middle School was named a California Distinguished School. In 2019-2020 & 2023-2024 our school was named a Platinum PBIS School (Positive Behavior Interventions and Supports). Our students are the Cooley Cobras, our colors are green and gold, and our Cobra Creed is Be Respectful, Responsible, Safe, & Kind. Robert C. Cooley Middle School offers a comprehensive middle school curriculum that includes advanced courses, Pre AP courses, programs to support English Language Learners, and support for students in Special

2024-25 School Description and Mission Statement

Education. In addition to the academic classes of English-Language Arts, Mathematics, History/Social Studies, and Science, our students choose from a variety of elective courses including our STEAM engineering program, Project Lead the Way, Speech & Debate, & Inquiry Science. Students can also choose to take Band, Art, Spanish, Arts, Media, & Entertainment, and Yearbook. Our two newest electives are Dance & Choir. All students take physical education class each day. Cooley Middle School is a member of the Foothills Interscholastic Athletic League, and offers competitive and no cut sports throughout the school year. Our students enjoy an array of school clubs that engage our students outside of the classroom. Students are supported in making positive choices each day at school through their close work with our teachers and staff who employ Positive Behavioral Interventions and Supports (PBIS), a nationwide program that emphasizes positive adult-student relationships and intentionally taught lesson plans that help students learn school expectations which are built around students learning behaviors and supports for our Cobra Creed. We also teach Second Step, a nationally recognized program and district adopted curriculum that supports the social emotional learning of students. In 2019-2020, Cooley established on our campus WEB ("Where Everybody Belongs"), a nationally recognized orientation and transition program that welcomes sixth graders and supports them through the first year of middle school supported by mentors and assistant mentors in seventh and eighth grade. In the 2021-2022 school year, Cooley Middle School started training to become a Restorative Practices school.

Our staff is comprised of dedicated teachers and staff members who believe in middle school students and love sharing knowledge with them in order to prepare students for high school and for career and college. Cooley Pride around our student motto "Our Nest is the Best" can be seen in every aspect of our classrooms and campus and is a cornerstone of our students' success. Cooley Middle School enjoys a strong partnership with the city and with the business community, and we are grateful for this support and the support of our district office and school board. We welcome parent and family involvement at our school, and encourage you to become a part of our incredible Parent Teacher Club! (See CooleyPTC.com). We invite you to like us on Facebook (RCSD Cooley), where our hashtag is #CooleyRocks. Our student leadership Instagram account provides important information for student activities and other news (cooley_leadership) Following is the Mission, Vision, and Collective Commitments for Cooley Middle School:

MISSION

The mission of Cooley Middle School is to maximize learning for all students.

VISION

Cooley Middle School will become a collaborative community of professional learners that:

- Focuses on learning.
- Commits to continuous academic excellence and improvement for all students and staff members.
- Participates actively and engages in research, discussions, and training to increase our ability to meet the needs of all students.
- Utilizes and shares data to inform our decisions to maximize student achievement.

COLLECTIVE COMMITMENTS

- We will always focus on students first and do whatever necessary to ensure learning for ALL.
- We will operate as a professional learning community.
- We will be results oriented and data driven in our development of meaningful curriculum.
- We will be supportive, trusting, positive, and collaborative in our interactions.
- We will evaluate all initiatives for alignment with our current mission, vision, collective commitments, and goals.
- We will share accountability for communicating and fulfilling our mission and vision.
- We will celebrate successes.

We are honored to be a part of our students' lives during these important middle school years, and we thank our parents for the gift of their children.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	359
Grade 7	331
Grade 8	307
Total Enrollment	997

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.4
Asian	10.1
Black or African American	4.5
Filipino	6.5
Hispanic or Latino	19.5
Native Hawaiian or Pacific Islander	0.9
Two or More Races	7.8
White	50.3
English Learners	6
Foster Youth	0.3
Homeless	0.8
Socioeconomically Disadvantaged	61.1
Students with Disabilities	12.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.90	86.55	476.80	94.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	2.17	5.40	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	8.14	11.50	2.27	12115.80	4.41
Unknown/Incomplete/NA	1.10	3.15	11.00	2.18	18854.30	6.86
Total Teaching Positions	36.80	100.00	506.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.60	85.89	517.10	93.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	4.63	4.30	0.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	7.53	16.30	2.96	11953.10	4.28
Unknown/Incomplete/NA	0.60	1.91	14.40	2.61	15831.90	5.67
Total Teaching Positions	34.50	100.00	553.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.80	81.16	510.70	93.72	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	7.07	6.50	1.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	5.98	15.30	2.81	11746.90	4.23
Unknown/Incomplete/NA	2.10	5.79	11.30	2.08	14303.80	5.15
Total Teaching Positions	36.70	100.00	544.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.80	1.60	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.80	1.60	2.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.5
Local Assignment Options	3.00	2.60	1.6
Total Out-of-Field Teachers	3.00	2.60	2.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.30	6.7	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 12, 2024 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards- aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade: Amplify 2024, 7th/8th Grade: StudySync 2024	Yes	0
Mathematics	enVision 2023	Yes	0
Science	Amplify Science 2020	Yes	0
History-Social Science	McGraw Hill- Impact CA Social Studies 2020	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Good Repair Status:

Overall Summary of School Facilities Repair Status – Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

Year and month of the most recent FIT report

12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			library needs new carpet, interior of Science wing wood parapet needs to be covered with metal siding
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	58	61	57	56	46	47
Mathematics (grades 3-8 and 11)	48	48	49	49	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1032	1004	97.29	2.71	61.25
Female	488	473	96.93	3.07	65.54
Male	544	531	97.61	2.39	57.44
American Indian or Alaska Native	--	--	--	--	--
Asian	116	113	97.41	2.59	66.37
Black or African American	48	48	100.00	0.00	43.75
Filipino	65	65	100.00	0.00	80.00
Hispanic or Latino	199	192	96.48	3.52	52.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	89	89	100.00	0.00	55.06
White	500	482	96.40	3.60	63.28
English Learners	57	48	84.21	15.79	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	624	607	97.28	2.72	57.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	112	95.73	4.27	15.18

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1033	1010	97.77	2.23	48.02
Female	488	478	97.95	2.05	46.03
Male	545	532	97.61	2.39	49.81
American Indian or Alaska Native	--	--	--	--	--
Asian	116	113	97.41	2.59	54.87
Black or African American	48	48	100.00	0.00	33.33
Filipino	65	65	100.00	0.00	70.77
Hispanic or Latino	199	194	97.49	2.51	35.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	90	98.90	1.10	40.00
White	499	485	97.19	2.81	50.52
English Learners	59	59	100.00	0.00	5.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	625	613	98.08	1.92	44.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	112	95.73	4.27	13.39

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	43.30	50.83	44.26	43.48	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	313	303	96.81	3.19	50.83
Female	140	136	97.14	2.86	48.53
Male	173	167	96.53	3.47	52.69
American Indian or Alaska Native	0	0	0	0	0
Asian	34	32	94.12	5.88	59.38
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	72.22
Hispanic or Latino	51	49	96.08	3.92	38.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	43.33
White	170	164	96.47	3.53	53.05
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	199	194	97.49	2.51	47.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	17.65

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99	98	99	98	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The Parent Teacher Club (PTC) offers many opportunities for parent involvement, and in cooperation with our Student Leadership Program, coordinates a host of activities, sales, recognition, dances, guest speakers, and field trips. In addition, parents help with our various clubs, assist teachers in the classroom, volunteer in our office, help with field trips, help us with fundraising, support our technology and library needs, and help with Leadership activities. The School Site Council (SSC) and English Learner Advisory Council (ELAC) offer parents the opportunity to be involved in decision-making about curriculum and programs. Our PBIS team (Positive Behavior Interventions and Supports team) also has parent representatives and solicits parent input on our school wide campus expectations. We love having parents, grandparents, and guardians on campus and at school activities, and we welcome new ideas from our families. Please visit our school's website (rcsdk8.org, click "Schools," click "Cooley) for more information on ways to become involved at Robert C. Cooley Middle School. In addition, we invite you to visit our PTC website at CooleyPTC.com. Parents and families can also stay involved by liking us on Facebook (RCS D Cooley). Following our student leadership Instagram account gives parents updates and news about student activities and other important information on campus ([cooley_leadership](https://www.instagram.com/cooley_leadership)). Our hashtag is #CooleyRocks because of the amazing students our parents have shared with us during these middle school years.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1068	1053	107	10.2
Female	504	497	45	9.1
Male	564	556	62	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	119	116	10	8.6
Black or African American	51	51	6	11.8
Filipino	65	65	1	1.5
Hispanic or Latino	209	205	28	13.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	93	90	9	10.0
White	516	511	51	10.0
English Learners	79	74	10	13.5
Foster Youth	--	--	--	--
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	652	645	73	11.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	135	132	24	18.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.25	1.29	2.53	1.45	1.68	2.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.12	0	0.02	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.53	0.00
Female	1.59	0.00
Male	3.37	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.73	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.30	0.00
White	1.55	0.00
English Learners	2.53	0.00
Foster Youth	0.00	0.00
Homeless	25.00	0.00
Socioeconomically Disadvantaged	3.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

School safety is paramount for students to learn, for schools to succeed, and for parents to feel secure about their child's day. At Robert C. Cooley Middle School, we educate our students on school safety through our student handbook, Positive Behavior Interventions and Supports (PBIS), CREW Weeks to teach intentional lessons about school expectations and safety,

2024-25 School Safety Plan

and in homeroom announcements and in class discussion. Every student and teacher participates in Advisory each Wednesday where students receive social emotional support and lessons to support school through our district adopted social emotional learning program, Second Step. We meet as an administrative team and as an administrator/counseling team throughout the week, and school safety is always an agenda item. Safety drills are conducted on a regular basis to prepare students and staff in the event of an emergency. Drills are practiced on a regular basis at Cooley Middle School.

Our school safety plan is reviewed in October of each school year and includes a Crisis Response Plan. The most recent revision of the Safety Plan was revised and reviewed in December and adopted on December 5, 2024 by the School Site Council in conjunction with our School Safety Team for the 2024-2025 school year. Safety is reviewed with staff and at School Site Council meetings and at PBIS meetings. The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disaster, environmental health issues, accidents, or intruders. Staff have been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. In 2019-2020, our district adopted Second Step, a social-emotional learning curriculum that is taught to all students. In 2019-2020, Cooley became a WEB School ("Where Everybody Belongs"), a nationally recognized program intended to create stronger connections to school for incoming sixth graders with the support of mentors and assistant mentors in seventh and eighth graders. A positive learning environment is emphasized daily, including through our daily homeroom program, teaching PBIS which explicitly teaches the school rules of Be Safe, Be Responsible, Be Respectful, and Be Kind, student activities, activity clubs, and our counseling program. The PBIS program along with Second Step help us support a safe and positive learning environment where students, families, staff, and community feel connected, respected, and included.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	2	16	
Mathematics	26	1	16	1
Science	26	2	16	
Social Science	27	3	14	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	3	15	1
Mathematics	27	2	16	
Science	29	2	11	4
Social Science	28	2	11	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	1	14	6
Mathematics	29	1	15	5
Science	31		14	6
Social Science	30		17	4

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	332.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,112	\$4,497	\$9,615	\$135,565
District	N/A	N/A	\$9,098	\$97,790
Percent Difference - School Site and District	N/A	N/A	5.5	32.4
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-11.3	33.8

Fiscal Year 2023-24 Types of Services Funded

The annual funding plan concentrates on providing students with materials, tools, and experiences to enrich their education. Goals and progress are reviewed annually by a staff, to focus on our student needs when planning the budget. Currently, this has been focused on providing technology access and education, reading/writing support in all core content areas, professional development, supplemental curriculum materials and enrichment opportunities that align with the Common Core State Standards.

Cooley Middle School utilizes our school site general budget, LCFF funding, and funds raised by our Parent Teacher Club to ensure that students are supported in all areas of core academic courses and in electives and co-curricular activities. Our LCFF funding is based on and funds four goals around reading achievement, mathematics achievement, reducing chronic absenteeism and creating safe and positive learning environments. We use our site budget to support ongoing and relevant professional development for our professional learning teams (PLCs), for intervention work, and to support the classroom needs of students and teachers. Support staff are supported with general site fund to support their work with students and campus as well. Our Parent Teacher Club is committed to supplementing student and school needs including supporting our library and requests from students, staff, and families such as supporting the Cooley School Musical, athletics, music, clubs, student recognition and incentives, supporting extra learning supports for our special day class, and WEB ("Where Everybody Belongs"). In 2023-2024 we received funds from Prop 28 that was utilized to start Dance & Choir electives.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,032	\$58,553
Mid-Range Teacher Salary	\$99,594	\$93,924
Highest Teacher Salary	\$115,955	\$119,489
Average Principal Salary (Elementary)	\$135,935	\$149,898
Average Principal Salary (Middle)	\$158,377	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$265,000	\$270,432
Percent of Budget for Teacher Salaries	41%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Cooley include:

Cooley Middle School teachers have received ongoing training through the district, county, and area workshops in areas of common core, first instruction, technology, and content area specific training, Next Generation Science Standards training, English Learner Development workshops, special education training, Professional Learning Communities (PLC) training, and intervention training for student behavior, mental health support, and social-emotional support are also areas of Professional Development. In addition, our staff participates in ongoing PBIS (Positive Behavior Interventions and Supports) training. Our MTSS team (Student Support Protocol Team - SSP Team) receives ongoing training and conducts staff assessments as part of PBIS. We also receive training in and implement Second Step, the district's social-emotional learning lessons and instruction. We also are part of a Cohort #1 in RCSD continuing Restorative Practices, and as such, our Restorative Practices Team received training led by Ed Services, and our Restorative Practices Team will continue training our staff in these practices which support positive staff and student relationships.

Professional Development is a cornerstone for instruction and learning in the Roseville City School District and at Cooley Middle School. The district has designated Professional Development Days to support the board goals that focus on instruction, academic learning, and safe and positive learning environments. Professional Development at the site focuses on speaking and listening skills that are aligned to board goals and our Single Plan for Student Achievement. Professional Development also focuses on English Learner support. Additionally, site-led Professional Development focuses on the five goals in our SPSA (Reading achievement, Mathematics achievement, Academic Achievement for our Students with Disabilities, Chronic Absenteeism, and Safe and Positive Learning Environment). Professional Development at Cooley Middle School is also an integral part of our Professional Learning Communities (PLCs). Teachers in like content areas meet each Wednesday after school during district-provided PLC time. Teachers disaggregate data, investigate best instructional practices, and review assessments and assessment data for general ed students, special education students, English Learners, gifted learners, and more. Teachers meet every other Tuesday by grade level comprised of different content area teachers who teach in the same grade level. During grade level meetings, teachers focus on specific student academic achievement as well as behavior and social emotional needs of students. Teachers receive training on how to work within the grade level to refer students to the SSP Team for next tier supports.

All of our professional development supports our Single Plan for Student Achievement and is focused on intentional support for our teachers' instruction with their input and teacher-led, district-led, and outside expert-led professional development based on

Professional Development

the needs of our students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7