

Robert C. Cooley Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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.

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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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	Karen Calkins
Email Address	kalkins@rcsdk8.org
Website	www.rcsdk8.org
County-District-School (CDS) Code	31-66910-6117790

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

School Description and Mission Statement (School Year 2019-20)

Robert C. Cooley Middle School opened its doors in the 2000- 2001 school year with 300 students and now houses 902 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, Cooley Middle School was named a California Distinguished School. In 2019 - 2020, our school was named a Platinum PBIS School (Positive Behavior Interventions and Supports). Our students are the Cooley Cobras, and our colors are green and gold! Robert C. Cooley Middle School offers a comprehensive middle school curriculum that includes advanced courses, Pre AP courses, E period for both intervention and enrichment, programs to support English Language Learners, and support for students in special 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. 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 being safe, responsible, respectful, and kind. 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.

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 readiness. 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, grandparent, and guardian 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) and to follow us on Twitter (@RCSDCooley) 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	273
Grade 7	322
Grade 8	312
Total Enrollment	907

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	7.5
Filipino	2.5
Hispanic or Latino	24.6
White	50.7
Two or More Races	8.6
Socioeconomically Disadvantaged	34.1
English Learners	6.9
Students with Disabilities	11.6
Foster Youth	0.2
Homeless	1.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	38	35	495
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	14	51

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/12/19

Roseville City Elementary held a public hearing on September 6, 2018 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard ELA	Yes	0
Mathematics	Math Links	Yes	0
Science	Science Pearson/ Prentice Hall 2007	Yes	0
History-Social Science	History/Social Science Holt, Rinehart & Winston 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	61	64	65	50	50
Mathematics (grades 3-8 and 11)	47	51	53	53	38	39

Note: Percentages are not calculated 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	903	892	98.78	1.22	60.99
Male	478	473	98.95	1.05	51.80
Female	425	419	98.59	1.41	71.36
Black or African American	19	18	94.74	5.26	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	75	75	100.00	0.00	68.00
Filipino	18	18	100.00	0.00	61.11
Hispanic or Latino	229	227	99.13	0.87	41.85
Native Hawaiian or Pacific Islander					
White	465	458	98.49	1.51	68.12
Two or More Races	81	80	98.77	1.23	71.25
Socioeconomically Disadvantaged	324	319	98.46	1.54	40.75
English Learners	130	128	98.46	1.54	35.16
Students with Disabilities	104	98	94.23	5.77	17.35
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	20.00

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	904	892	98.67	1.33	50.78
Male	479	473	98.75	1.25	47.57
Female	425	419	98.59	1.41	54.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	19	18	94.74	5.26	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	75	75	100.00	0.00	64.00
Filipino	18	18	100.00	0.00	72.22
Hispanic or Latino	230	227	98.70	1.30	26.43
Native Hawaiian or Pacific Islander					
White	465	458	98.49	1.51	58.95
Two or More Races	81	80	98.77	1.23	60.00
Socioeconomically Disadvantaged	324	319	98.46	1.54	30.72
English Learners	131	128	97.71	2.29	25.00
Students with Disabilities	104	98	94.23	5.77	11.22
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	30.00

Note: 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.

Note: 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.

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 Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 fund raising, 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 (RCSD Cooley) and by following us on Twitter (@RCSDCooley). 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.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.2	6.1	2.3	3.2	3.2	2.4	3.6	3.5	3.5
Expulsions	0.0	0.4	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, and in homeroom announcements and in class discussion. We meet as an administrative 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. Evacuation, lock down, and shelter-in-place drills are practiced on a regular basis at Cooley Middle School. Our school safety plan is reviewed by March 1 of each school year and includes a Crisis Response Plan. The most recent revision of the Safety Plan by staff and review and adoption by our School Site Council was in December 2019 for the 2019-2020 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. At the beginning of the 2019-2020 school year, Cooley Middle School, in conjunction with RCSD and Placer County Office of Education, created The Cobra Well, a grant-based collaborative providing students, staff, and families with wellness services. 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 helps us support a safe and healthy climate and culture on campus in every area of campus and student life.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	7	16	3	29	3	9	10	30	4	6	13
Mathematics	33		1	1	28	4	5	10	28	3	8	10
Science	28	2	14	6	30	1	10	8	30	1	10	10
Social Science	29	2	13	6	29	3	12	5	31	1	7	12

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	907.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,235	\$2,467	\$6,767	\$81,774
District	N/A	N/A	\$6,998	\$83,683
Percent Difference - School Site and District	N/A	N/A	-3.4	-2.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	11.0	0.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 three goals around reading achievement, mathematics achievement, and climate and culture. 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 the areas of technology and requests from students, staff, and families such as supporting the establishment of the Cooley School Musical, renovating our library, supporting extra learning supports for our special day class, and WEB ("Where Everybody Belongs").

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$45,741

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$84,200	\$81,840
Highest Teacher Salary	\$98,032	\$102,065
Average Principal Salary (Elementary)	\$120,297	\$129,221
Average Principal Salary (Middle)	\$131,327	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$210,286	\$224,581
Percent of Budget for Teacher Salaries	44%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

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, content area specific training, Next Generation Science Standards training, English Learner Development workshops, special education training, and intervention training for student behavior, mental health support, and social-emotional support. In addition, our staff participates in ongoing PBIS (Positive Behavior Interventions and Supports) training. Our Intervention Team receives ongoing training and conducts staff assessments as part of PBIS.

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 and on academic learning. Professional Development at the site focused on speaking and listening skills that were aligned to board goals and our Single Plan for Student Achievement. Professional Development also focused on English Learner support. Additionally, site-led Professional Development focused on the four goals in our SPSA (Reading achievement, Mathematics achievement, Content Area achievement, and Climate and Culture - Student Engagement). Professional Development at Cooley Middle School is also an integral part of our Professional Learning Communities (PLCs). Teachers in like content areas meet each Monday 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 in "Houses" comprised of different content area teachers who teach the same "House" of students. During House 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 "House" to refer students to the Intervention Team for next tier supports.

Cooley Middle School has created a within-the-day intervention and enrichment period called "Excel," or "E period" to support student learning. Students are intentionally placed in either reading intervention or mathematics intervention based on site assessments. Students who do not need intervention have a menu-sign up for enrichment classes that include debate, CSI, engineering, marketing, crocheting, indoor soccer, music entertainment industry, school musical, creative writing, and much more based on student interest.

Cooley Middle School employs a MTSS (Multi-Tiered System of Supports) to support students in academics and in behavior with our Instruction and Intervention Model. Our intervention program is based on the work of Mike Mattos (Simplified Pyramid Response to Intervention) and much of our professional development is based on supporting our PLCs through Rick and Rebecca DuFour (Professional Learning Communities Revisited). 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 the needs of our students.