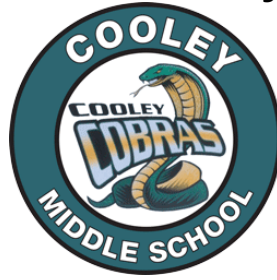


Robert C. Cooley Middle School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Karen Calkins
Email Address	kcalkins@rcsdk8.org
School Website	www.rcsdk8.org
County-District-School (CDS) Code	31-66910-6117790

2021-22 District Contact Information

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

2021-22 School Overview

Robert C. Cooley Middle School opened its doors in the 2000- 2001 school year with 300 students and now houses 732 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). Cooley Middle School was again named a California Distinguished School in 2019. 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, 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 including our STEAM engineering program, Project Lead the Way. Students can also choose to take Band, Art, Spanish, Newspaper, and Yearbook. 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

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	231
Grade 7	280
Grade 8	271
Total Enrollment	782

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
American Indian or Alaska Native	0.8
Asian	7.5
Black or African American	2.8
Filipino	3.8
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.7
White	51.8
English Learners	7.4
Foster Youth	0.8
Homeless	3.1
Socioeconomically Disadvantaged	33
Students with Disabilities	12.9

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 9, 2021 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 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard ELA 2017	Yes	0
Mathematics	Math Links 2018	Yes	0
Science	Amplify Science 2020	Yes	0
History-Social Science	McGraw Hill- Impact CA Social Studies	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

12/2021

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			stage flooring starting to fail
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			minor dry rot room 69
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	780	NT	NT	NT	NT
Female	354	NT	NT	NT	NT
Male	426	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	58	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	27	NT	NT	NT	NT
Hispanic or Latino	196	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	69	NT	NT	NT	NT
White	401	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	251	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	101	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	780	NT	NT	NT	NT
Female	354	NT	NT	NT	NT
Male	426	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	58	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	27	NT	NT	NT	NT
Hispanic or Latino	196	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	69	NT	NT	NT	NT
White	401	NT	NT	NT	NT
English Learners	44	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	251	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	101	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	777	728	93.69	6.31	55.22
Female	353	331	93.77	6.23	58.31
Male	424	397	93.63	6.37	52.64
American Indian or Alaska Native	--	--	--	--	--
Asian	57	52	91.23	8.77	67.31

Black or African American	22	19	86.36	13.64	31.58
Filipino	27	27	100.00	0.00	77.78
Hispanic or Latino	194	179	92.27	7.73	38.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	61	91.04	8.96	62.30
White	400	381	95.25	4.75	59.84
English Learners	44	36	81.82	18.18	13.89
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	217	90.04	9.96	36.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	110	107	97.27	2.73	19.63

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	777	737	94.85	5.15	56.17
Female	353	335	94.90	5.10	54.93
Male	424	402	94.81	5.19	57.21
American Indian or Alaska Native	--	--	--	--	--
Asian	57	51	89.47	10.53	80.39
Black or African American	22	20	90.91	9.09	25.00
Filipino	27	27	100.00	0.00	77.78
Hispanic or Latino	194	179	92.27	7.73	35.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	65	97.01	2.99	67.69
White	400	385	96.25	3.75	61.04
English Learners	44	34	77.27	22.73	5.88
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	22.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	224	92.95	7.05	35.27
Students Receiving Migrant Education Services	--	--	--	--	--

Students with Disabilities	110	107	97.27	2.73	20.56
-----------------------------------	-----	-----	-------	------	-------

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	NT	NT	NT	NT
Female	126	NT	NT	NT	NT
Male	141	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	64	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	NT	NT	NT	NT
White	148	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	76	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	29	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	828	817	153	18.7
Female	375	371	80	21.6
Male	453	446	73	16.4
American Indian or Alaska Native	6	6	3	50.0
Asian	60	60	7	11.7
Black or African American	25	25	6	24.0
Filipino	32	32	2	6.3
Hispanic or Latino	211	209	60	28.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	64	63	13	20.6
White	425	417	62	14.9
English Learners	59	58	18	31.0
Foster Youth	7	6	1	16.7
Homeless	24	24	8	33.3
Socioeconomically Disadvantaged	280	274	83	30.3
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	116	115	22	19.1

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.32	0.60	2.44	0.50	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.94	1.15	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60	0.00
Female	0.53	0.00
Male	0.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.56	0.00
White	0.47	0.00
English Learners	3.39	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.59	0.00

2021-22 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, and in homeroom announcements and in class discussion. 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. 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 was revised and reviewed in December 2021 and adopted in January 2022 by our School Safety team for the 2021 - 2022 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 helps us support a safe and healthy climate and culture on campus in every area of campus and student life.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	4	6	13
Mathematics	28	3	8	10
Science	30	1	10	10
Social Science	31	1	7	12

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24	8	13	4
Mathematics	27	3	11	7
Science	29	1	14	5
Social Science	27	3	11	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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		25	3
Mathematics	30		23	3
Science	28		21	6
Social Science	28		24	5

2020-21 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	782

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$10,885	\$3,356	\$7,530	\$93,054
District	N/A	N/A	\$7,557	\$87,187
Percent Difference - School Site and District	N/A	N/A	-0.4	6.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-11.4	8.0

2020-21 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 three goals around reading achievement, mathematics achievement, 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 the areas of technology and requests from students, staff, and families such as supporting the Cooley School Musical, athletics, music, student recognition and incentives, supporting extra learning supports for our special day class, and WEB ("Where Everybody Belongs").

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$45,217	\$52,060
Mid-Range Teacher Salary	\$88,246	\$84,043
Highest Teacher Salary	\$102,743	\$107,043
Average Principal Salary (Elementary)	\$127,087	\$133,582
Average Principal Salary (Middle)	\$137,638	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$225,264	\$240,628
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	6%	5%

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, 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 School 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 School 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7

Roseville City School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7310	76	1.04	98.96	6.58
Female	3538	20	0.57	99.43	10.00
Male	3772	56	1.48	98.52	5.36
American Indian or Alaska Native	33	0	--	100.00	--
Asian	621	9	1.45	98.55	--
Black or African American	196	2	1.02	98.98	--
Filipino	413	16	3.87	96.13	0.00
Hispanic or Latino	1759	14	0.80	99.20	14.29
Native Hawaiian or Pacific Islander	36	1	2.78	97.22	--
Two or More Races	628	8	1.27	98.73	--
White	3624	26	0.72	99.28	11.54
English Learners	542	8	1.48	98.52	--
Foster Youth	30	3	10.00	90.00	--
Homeless	180	2	1.11	98.89	--
Military	80	1	1.25	98.75	--
Socioeconomically Disadvantaged	2042	20	0.98	99.02	15.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	957	76	7.94	92.06	6.58

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7310	75	1.03	98.97	4.00
Female	3538	20	0.57	99.43	5.00
Male	3772	55	1.46	98.54	3.64
American Indian or Alaska Native	33	0	--	100.00	--
Asian	621	9	1.45	98.55	--
Black or African American	196	2	1.02	98.98	--
Filipino	413	16	3.87	96.13	12.50
Hispanic or Latino	1759	14	0.80	99.20	0.00
Native Hawaiian or Pacific Islander	36	1	2.78	97.22	--
Two or More Races	628	7	1.11	98.89	--
White	3624	26	0.72		3.85
English Learners	542	8	1.48	98.52	--
Foster Youth	30	3	10.00	90.00	--
Homeless	180	2	1.11	98.89	--
Military	80	1	1.25	98.75	--
Socioeconomically Disadvantaged	2042	20	0.98	99.02	5.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	957	75	7.84	92.16	4.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.