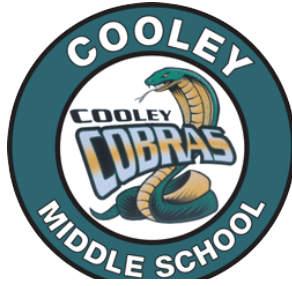


Robert C. Cooley Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 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 |

2025-26 District Contact Information

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

2025-26 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 1,150 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, 2024-2025 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 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, Medical Detective, & Leadership. Students can also choose to take Band, Dance, Choir, Art, Spanish, Arts, Media, & Entertainment, and Yearbook. Our newest elective is Theater. 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. Cooley Middle School has completed 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 388 |
| Grade 7 | 386 |
| Grade 8 | 375 |
| Total Enrollment | 1,149 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 49.6 |
| Male | 50.4 |
| American Indian or Alaska Native | 0.6 |
| Asian | 11.7 |
| Black or African American | 4.1 |
| Filipino | 7.3 |
| Hispanic or Latino | 20.1 |
| Native Hawaiian or Pacific Islander | 0.9 |
| Two or More Races | 9.7 |
| White | 45.6 |
| English Learners | 5.7 |
| Foster Youth | 0.2 |
| Homeless | 0.7 |
| Socioeconomically Disadvantaged | 35.9 |
| Students with Disabilities | 12.1 |

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.

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) | 29.6 | 85.89 | 517.1 | 93.46 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 0.18 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.6 | 4.63 | 4.3 | 0.78 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.6 | 7.53 | 16.3 | 2.96 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.6 | 1.91 | 14.4 | 2.61 | 15831.9 | 5.67 |
| Total Teaching Positions | 34.5 | 100 | 553.3 | 100 | 279044.8 | 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.

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) | 29.8 | 81.16 | 510.7 | 93.72 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 0.18 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.6 | 7.07 | 6.5 | 1.2 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.2 | 5.98 | 15.3 | 2.81 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 2.1 | 5.79 | 11.3 | 2.08 | 14303.8 | 5.15 |
| Total Teaching Positions | 36.7 | 100 | 544.9 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 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) | 35.3 | 82.96 | 527.4 | 93.77 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0.3 | 0.77 | 1.3 | 0.24 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.6 | 6.09 | 7.3 | 1.3 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.6 | 6.09 | 14.1 | 2.51 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1.7 | 4.06 | 12.2 | 2.18 | 13705.8 | 4.91 |
| Total Teaching Positions | 42.6 | 100 | 562.5 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 1.60 | 2.6 | 2.6 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.60 | 2.6 | 2.6 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.5 | 0 |
| Local Assignment Options | 2.60 | 1.6 | 2.6 |
| Total Out-of-Field Teachers | 2.60 | 2.2 | 2.6 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.7 | 6 | 4.6 |
| 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 | 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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, 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 2025

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|--|
| Reading/Language Arts | 6th Grade: Amplify 2024, 7th/8th Grade McGraw-Hill StudySync 2024 | 0 |
| Mathematics | enVision 2023 Carnegie - Integrated Math I 2025 | 0 |
| Science | Amplify Science 2020 | 0 |
| History-Social Science | McGraw-Hill - Impact CA Social Studies 2020 | 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 Conditions and Planned Improvements

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

12/2025

| 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 | | | |
| 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 | | | Large cracks in the asphalt need to be repaired. The concrete near room 90 is lifting and needs to be repaired. |

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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 61 | 64 | 56 | 58 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 48 | 47 | 49 | 51 | 35 | 37 |

2024-25 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 | 1159 | 1133 | 97.76 | 2.24 | 63.90 |
| Female | 576 | 559 | 97.05 | 2.95 | 67.98 |
| Male | 583 | 574 | 98.46 | 1.54 | 59.93 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 138 | 136 | 98.55 | 1.45 | 70.59 |
| Black or African American | 49 | 49 | 100.00 | 0.00 | 40.82 |
| Filipino | 86 | 86 | 100.00 | 0.00 | 75.58 |
| Hispanic or Latino | 234 | 226 | 96.58 | 3.42 | 58.41 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 110 | 110 | 100.00 | 0.00 | 61.82 |
| White | 525 | 509 | 96.95 | 3.05 | 65.23 |
| English Learners | 55 | 50 | 90.91 | 9.09 | 2.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 20 | 20 | 100.00 | 0.00 | 75.00 |
| Socioeconomically Disadvantaged | 421 | 407 | 96.67 | 3.33 | 51.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 132 | 126 | 95.45 | 4.55 | 20.63 |

2024-25 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 | 1159 | 1138 | 98.19 | 1.81 | 47.36 |
| Female | 576 | 563 | 97.74 | 2.26 | 48.13 |
| Male | 583 | 575 | 98.63 | 1.37 | 46.61 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 138 | 137 | 99.28 | 0.72 | 57.66 |
| Black or African American | 49 | 49 | 100.00 | 0.00 | 32.65 |
| Filipino | 86 | 86 | 100.00 | 0.00 | 55.81 |
| Hispanic or Latino | 234 | 227 | 97.01 | 2.99 | 37.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 110 | 110 | 100.00 | 0.00 | 45.45 |
| White | 525 | 512 | 97.52 | 2.48 | 49.22 |
| English Learners | 55 | 53 | 96.36 | 3.64 | 5.66 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 20 | 20 | 100.00 | 0.00 | 35.00 |
| Socioeconomically Disadvantaged | 421 | 411 | 97.62 | 2.38 | 32.12 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 132 | 127 | 96.21 | 3.79 | 10.24 |

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 50.83 | 44.93 | 43.48 | 43.52 | 30.73 | 32.33 |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 378 | 372 | 98.41 | 1.59 | 44.09 |
| Female | 189 | 186 | 98.41 | 1.59 | 41.40 |
| Male | 189 | 186 | 98.41 | 1.59 | 46.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 51 | 51 | 100.00 | 0.00 | 52.94 |
| Black or African American | 20 | 20 | 100.00 | 0.00 | 30.00 |
| Filipino | 27 | 27 | 100.00 | 0.00 | 59.26 |
| Hispanic or Latino | 72 | 71 | 98.61 | 1.39 | 36.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 27 | 27 | 100.00 | 0.00 | 25.93 |
| White | 174 | 169 | 97.13 | 2.87 | 44.97 |
| English Learners | 20 | 19 | 95.00 | 5.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 137 | 135 | 98.54 | 1.46 | 31.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 30 | 93.75 | 6.25 | 6.67 |

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.

2024-25 California Physical Fitness Test Participation Rates

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% | 99% | 99% | 99% | 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.

2025-26 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 (RCSD 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.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1193 | 1182 | 133 | 11.3 |
| Female | 593 | 588 | 67 | 11.4 |
| Male | 600 | 594 | 66 | 11.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 142 | 138 | 10 | 7.2 |
| Black or African American | 52 | 51 | 4 | 7.8 |
| Filipino | 87 | 86 | 5 | 5.8 |
| Hispanic or Latino | 241 | 239 | 36 | 15.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 116 | 115 | 13 | 11.3 |
| White | 538 | 536 | 62 | 11.6 |
| English Learners | 76 | 72 | 10 | 13.9 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 438 | 431 | 70 | 16.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 143 | 143 | 24 | 16.8 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 1.29 | 2.53 | 1.93 | 1.68 | 2.51 | 2.04 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.12 | 0 | 0.08 | 0.01 | 0.02 | 0.08 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.93 | 0.08 |
| Female | 0.84 | 0.00 |
| Male | 3.00 | 0.17 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 2.11 | 0.00 |
| Black or African American | 5.77 | 0.00 |
| Filipino | 1.15 | 0.00 |
| Hispanic or Latino | 2.49 | 0.41 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 3.45 | 0.00 |
| White | 0.74 | 0.00 |
| English Learners | 2.63 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.42 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 4.90 | 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.

2025-26 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, which teach intentional lessons about school expectations and safety, and in homeroom announcements and in-class discussions. 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 regularly at Cooley Middle School.

Our school safety plan is reviewed in November of each school year and includes a Crisis Response Plan. The most recent revision of the Safety Plan was revised and reviewed in November and adopted by the School Site Council on November 20, 2025, and will be submitted to the board for final approval in February 2026. 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, helps us support a safe and positive learning environment where students, families, staff, and community feel connected, respected, and included.

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 | 0 |
| 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 |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 29 | 2 | 16 | 9 |
| Mathematics | 30 | | 16 | 8 |
| Science | 30 | 1 | 15 | 10 |
| Social Science | 31 | | 15 | 9 |

2024-25 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 |

2024-25 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 | 1.8 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$14,397 | \$5,135 | \$9,262 | \$135,565 |
| District | N/A | N/A | \$10,535 | \$102,415 |
| Percent Difference - School Site and District | N/A | N/A | -12.9 | 32.4 |
| State | N/A | N/A | \$11,146 | \$101,700 |
| Percent Difference - School Site and State | N/A | N/A | -15.1 | 33.8 |

Fiscal Year 2024-25 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,

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$53,584 | \$61,597 |
| Mid-Range Teacher Salary | \$104,574 | \$98,902 |
| Highest Teacher Salary | \$121,753 | \$126,340 |
| Average Principal Salary (Elementary) | \$138,129 | \$158,383 |
| Average Principal Salary (Middle) | \$162,430 | \$165,207 |
| Average Principal Salary (High) | | \$162,237 |
| Superintendent Salary | \$275,600 | \$288,332 |
| Percent of Budget for Teacher Salaries | 39.17% | 31.29% |
| Percent of Budget for Administrative Salaries | 5.66% | 5.38% |

Professional Development

In alignment with the Roseville City School District's board goals, the Professional Development Advisory Committee (PDAC) developed a comprehensive three-year professional development plan for the District. Staff participate in four districtwide professional development days that include both district and site-based sessions focused on advancing site goals within the district's overall priorities.

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. Additionally, our staff participates in ongoing PBIS (Positive Behavioral 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 are also part of Cohort One in RCSD and have completed training in Restorative Practices, led by Ed Services. Our Restorative Practices Team will continue to train our staff in these practices, which support positive relationships between staff and students.

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's goals, which focus on instruction, academic learning, and creating safe and positive learning environments. Professional Development at the site focuses on speaking and listening skills that align with board goals and our Single Plan for Student Achievement. Professional Development also focuses on supporting English Learners. 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

Professional Development

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 both specific student academic achievement and the behavioral 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 the needs of our students.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 4 |