

Colton Joint Unified School District Cooley Ranch Elementary School

Grades TK through 6
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2024-25 School Accountability Report Card

Published January 2026

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Principal's Message

I'd like to welcome you to Cooley Ranch Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Cooley Ranch Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Cooley Ranch Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Cooley Ranch Elementary is a respectful and responsible team who make good choices to create a positive environment.

School Profile

Cooley Ranch Elementary School is located in the eastern region of Colton and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2024-25 school year, 530 students were enrolled, including 12.3% receiving special education services, 12.6% qualifying for English learner support, 0.9% foster youth, 5.7% homeless youth, and 80.9% socioeconomically disadvantaged.

District Administration

Frank Miranda, Ed.D.
Superintendent

Gregory Fromm
Assistant Superintendent,
Business Services

Brandon Dade, Ed.D.
Assistant Superintendent,
Human Resources

Tina Petersen, Ed.D.
Assistant Superintendent,
Educational Services

Anthony Ortiz, Ph.D.
Assistant Superintendent,
Student Services

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	50.0%
Male	50.0%
Non-Binary	0.0%
American Indian or Alaska Native	0.0%
Asian	0.8%
Black or African-American	18.1%
Filipino	2.1%
Hispanic or Latino	73.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.3%
White	3.6%
English Learners	12.6%
Foster Youth	0.9%
Homeless	5.7%
Migrant Services	0.0%
Socioeconomically Disadvantaged	80.9%
Students with Disabilities	12.3%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	22
Kindergarten	64
Grade 1	67
Grade 2	72
Grade 3	73
Grade 4	78
Grade 5	80
Grade 6	74
Ungraded	0
Total Enrollment	530

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Student Achievement California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	25.0	25.0	32.0	32.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	21.0	17.0	18.0	20.0	35.0	37.0

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.

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.

**CAASPP Test Results in ELA by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	309	301	97.41	2.59	25.00
Female	157	153	97.45	2.55	29.41
Male	152	148	97.37	2.63	20.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	54	53	98.15	1.85	13.46
Filipino	--	--	--	--	--
Hispanic or Latino	229	223	97.38	2.62	26.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	32	86.49	13.51	3.13
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	278	271	97.48	2.52	23.33
Students with Disabilities	45	45	100	0	6.67

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	308	304	98.70	1.30	17.49
Female	156	154	98.72	1.28	14.94
Male	152	150	98.68	1.32	20.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	54	52	96.30	3.70	13.73
Filipino	--	--	--	--	--
Hispanic or Latino	228	226	99.12	0.88	16.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	36	100	0	2.78
Foster Youth	--	--	--	--	--
Homeless	17	17	100	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	277	273	98.56	1.44	15.44
Students with Disabilities	45	45	100	0	0

Note: ELA & 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.

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

**CAASPP Test Results in Science for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	20.8	6.10	16.49	17.67	30.73	32.33

Note: 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.

CAASPP Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	82	82	100	0	6.10
Female	41	41	100	0	2.44
Male	41	41	100	0	9.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	12	12	100	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	63	100	0	7.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	73	73	100	0	2.74
Students with Disabilities	--	--	--	--	--

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.

Physical Fitness

In the spring of each year, Cooley Ranch Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	70%	70%	71%	70%	70%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, school newsletters, the school website, Blackboard Connect (automated telephone message delivery system, classroom newsletters, push notifications, and Twitter. Contact Lorilee Martin, Principal, at (909) 580-5023 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- PTO Events

Committees

- African American Parent Advisory Committee
- District Parent Advisory Committee
- English Learner Advisory Council
- Parent Teacher Organization
- PBIS Committee
- School Site Council

School Activities

- Back to School Night
- CAASPP Awards
- Cooley Fitness Challenge
- PTO Events
- Student of the Month Assemblies
- Student Performances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cooley Ranch Elementary School's original facilities were built in 1992/93; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. There were no campus repair or improvement projects in 2024-25 or 2025-26.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and an evening crew are assigned to Cooley Ranch Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Opens the campus
- Special event setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

- Classroom cleaning
- Office area cleaning
- Trash removal
- Special event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1992/93
Acreage	8
Square Footage	51,214.5
	Quantity
Permanent Classrooms	26
Portable Classrooms	10
Restrooms (Sets)	3
Library	1
Teacher Lounge	1
Multipurpose Room/Cafeteria	1
Staff Work Areas	7

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Cooley Ranch Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2025.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, morning aides are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Supervisory aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Cooley Ranch Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

Facilities Inspection

The district's maintenance department inspects Cooley Ranch Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Cooley Ranch Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Sunday, December 07, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 07, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces			X	Rm 3, 4, 7, 9, 10, 17, 19 - Formica trim is missing on countertop; Workroom, Rm 14, 15, 16, 18, 22, 26, 27, 28, 31 - Ceiling tiles have water stains; Rm 9, 32 - Ceiling tiles are broken; Girls RR - Wall tiles are broken; Workroom - Loose ceiling tiles; Rm 29 - Wallpaper is torn
Cleanliness	X			
Electrical		X		Rm 3 - Floor outlet cover is missing; Rm 15, 19 - One light diffuser is missing; Rm 18, 21, 29 - One light panel is out; Rm 29 - Outlet cover is broken
Restrooms/Fountains	X			Girls RR - Menstrual projects are not readily available
Safety	X			Admin, Rm 8 - Safety glass missing on fire extinguisher cabinet; Library, Rm 4, 13, 20, 24, 25 - Paint is peeling on eaves; Rm 28 - Fire extinguisher is not mounted
Structural	X			Rm 32 - Dry rot on siding
External	X			Rm 24 - Window shades are broken; Rm 17 - Window shades do not function properly per teacher (lockdown hazard)

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</i>				

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Colton Joint Unified School District's schools who are subject to a Williams inspection. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 26, 2025. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/26/25		
Area Impacted	GOOD REPAIR Deficiency Noted	Corrective Action Taken
Category: Overall Cleanliness		
Multi-Purpose Room	Area has unabated graffiti	Remedied 8/26/25
Upper Grade Boys' Restroom (H)	Area has unabated graffiti	Work order #107993
Category: Electrical		
28	Electrical outlet/ junction box covers or light switch covers are damaged or missing	Remedied 8/26/25
Category: Restrooms		
1	Toilet paper dispensers empty	Remedied 8/26/25

Upper Grade Restroom Girls' (H)	Toilet seat cover dispensers empty	Remedied 8/26/25
Prim Boys' Restroom (J) Prim Girls' Restroom (J)	Toilet seat cover dispensers empty	Remedied 8/26/25
1	Soap/sanitizer dispensers empty	Remedied 8/26/25
Multi-Purpose Room 28 10	Fixture/apparatus damaged, broken, missing or unsecured	Remedied 8/26/25
Prim Girls' Restroom (J)	Menstrual product dispensers are not working	Remedied 8/26/25
Category: Hazardous Materials		
14 19 6	Cleansers not stored properly	Remedied 8/26/25
Category: Structural Damage		
Upper Grade Boys' Restroom (H)	Holes in walls	Work order #107992
Category: Playground/School Grounds		
Playground Near Building B	Play/sports equipment is broken, damaged or deteriorating	Remedied 8/26/25

Classroom Environment

Discipline & Climate for Learning

Cooley Ranch Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	3.57	4.38	3.86
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	5.74	4.70	4.11
% Students Expelled	0.09	0.07	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	3.86	0.0
Female	1.22	0.0
Male	6.40	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	6.67	0.0
Filipino	0.0	0.0
Hispanic or Latino	3.35	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	9.09	0.0
White	0.0	0.0
English Learners	2.33	0.0
Foster Youth	0.0	0.0
Homeless	7.27	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	7.27	0.0
Students with Disabilities	5.75	0.0

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.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Grade Level	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24		3	
1	22		3	
2	24		3	
3	24		3	
4	22		3	
5	24	1	2	
6	24	1	3	
	2023-24			
K	20	1	2	
1	23		3	
2	21		3	
3	24		3	
4	23		2	
5	25	1	2	
6	23		3	
	2024-25			
K	21		3	
1	17	1	3	
2	18	1	3	
3	18	1	3	
4	20	1	3	
5	16	3	2	
6	25	1	2	

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*
****"Other" category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Cooley Ranch Elementary School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	673	593	146	24.6
Female	329	292	67	22.9
Male	344	301	79	26.2
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	135	107	29	27.1
Filipino	12	11	0	0
Hispanic or Latino	477	436	108	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	28	21	4	19.0
English Learners	86	76	15	19.7
Foster Youth	11	--	--	--
Homeless	55	43	20	46.5
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	601	534	139	26.0
Students with Disabilities	87	77	18	23.4

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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Cooley Ranch Elementary School revolve around the California State Content Standards and Frameworks. During the 2024-25 school year, Cooley Ranch Elementary School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Cooley Ranch Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2023-24, 2024-25, and 2025-26 school years, Cooley Ranch Elementary School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

- 2023-24 Training:
- Speech Learning
 - CET Group (Former Future Ready)
 - Behavior Training
 - N2Y Professional Learning
 - Cognitive Coaching
 - EL Summer Institute

2024-25 Training:

- Collaboratively Build Standard-Aligned Lesson Plans
- Develop Formative Assessments
- Complete Data Reflections
- Develop Small Group Intervention Plan/Lessons
- Conduct Inquiry Work around the Professional Learning Framework
- Identification of Struggling Students

2025-26 Training:

- Multilingual Institute - Equity Through Action: Responding to the Needs of Every Learner

Colton Joint Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- LETRS Training
- Partners in Progress
- Textbook Training
- HM Go Math for English Learners
- Amplify Lectura
- Designated ELD training
- Technology Trainings
- AVID

Cooley Ranch Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2023-24	2024-25	2025-26
2	3	4

Instructional Materials

All textbooks used in the core curriculum at Cooley Ranch Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education with the exception of the TK materials which are from the most recent local governing board adoption. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, October 02, 2025, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 26-19 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Professional Staff

Counseling & Support Staff

Cooley Ranch Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Cooley Ranch Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Counselor	1	1.0
Speech Therapist	1	1.0
Library Media Technician	1	0.5
Psychologist	1	0.5
Nurse	1	0.2
Health Assistant	1	0.75

Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2022	Benchmark Education: <i>Ready to Advance</i>	N - Local	0%
2017	McGraw Hill: <i>Reading Wonders</i>	Y	0%
History-Social Science			
2022	Benchmark Education: <i>Ready to Advance</i>	N - Local	0%
2021	Teacher's Curriculum Institute: <i>Social Studies Alive! California Series</i>	Y	0%
Mathematics			
2022	Benchmark Education: <i>Ready to Advance</i>	N - Local	0%
2016	Houghton Mifflin Harcourt: <i>Go Math!</i>	Y	0%
Science			
2022	Benchmark Education: <i>Ready to Advance</i>	N - Local	0%
2020	Accelerate Learning: <i>STEMscopes CA NGSS 3D</i>	Y	0%
2020	Amplify Education, Inc.: <i>Amplify Science: California Integrated Course Model</i>	Y	0%

Teacher Assignment

The charts below identify the number of teachers at Cooley Ranch Elementary School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Cooley Ranch Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization						
	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
2023-24						
School #	21.3	0.0	0.0	0.0	0.0	21.3
School %	100.0	0.0	0.0	0.0	0.0	100.0
District #	838	4.0	41.2	18.5	9.0	910.8
District %	92.01	0.44	4.53	2.03	0.99	100.0
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>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% 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.</i></p>						

District Expenditures Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$64,136	\$62,783
Mid-Range Teacher Salary	\$101,749	\$97,783
Highest Teacher Salary	\$131,357	\$128,020
Superintendent Salary	\$309,476	\$313,465
Average Principal Salaries:		
Elementary School	\$162,780	\$160,224
Middle School	\$162,436	\$166,991
High School	\$187,742	\$180,970
Percentage of Budget:		
Teacher Salaries	29.38%	30.05%
Administrative Salaries	4.93%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	8.6	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	0.0	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>.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$9,943	N/A	N/A	N/A	N/A
Restricted	\$313	N/A	N/A	N/A	N/A
Unrestricted	\$9,630	\$9,954	96.7%	\$11,146	86.4%
Avg Teacher Salary	\$111,850	\$108,891	102.7%	\$103,743	107.8%

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

Expenditures Per Student

For the 2023-24 school year, Colton Joint Unified School District spent an average of \$22,062 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- A-G Completion Grant
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Child Nutrition: School Food Best Practices Apportionment
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- ESSER III State Reserve
- Expanded Learning Opportunities Program
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialist Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Cooley Ranch Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in December 2025 and the school facilities section was acquired in January 2026