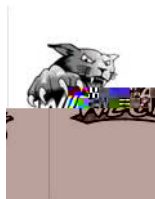# Colton Joint Unified School District
Woodrow Wilson Elementary School

Grades TK through 6
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2021-22 School Accountability Report Card
Published February 2023

2023-24
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Principal's Message

Welcome to the Home of the Wildcats and to the 2022-2023 school year!!!

It was an incredibly difficult year, one for the history books, but we continued to meet those challenging times with courage, resilience, perseverance, and grit. I am proud of the work we did together. Despite the challenges, our students focused on learning and made academic gains.

This year marks my 4th year as Principal of Wilson Elementary School. I am just as excited to serve our learning community as I was on day one, and I am eager to start off the year and see the wonderful things it has in store for us. This is my 18th year with the Colton Joint Unified School District, and each year brings new learning opportunities. I am looking forward to welcoming our students, staff, families, and the entire Wilson community in the next few weeks.

In our quest to maximize learning outcomes for all students, our teaching staff and support personnel are focused on providing an academically rigorous and relevant educational program for each of our learners. Our curriculum is supported by a variety of evidence-based instructional strategies, teacher-developed assessments, and enrichment programs to meet the individual and diverse needs of our students. Woodrow Wilson Elementary School is a

CAASPP Test Results in ELA by Student Group (2021-22)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	263	259	98.48	1.52	33.98
Female	122	121	99.18	0.82	35.54
Male	141	138	97.87	2.13	32.61
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	26	25	96.15	3.85	28.00
Filipino	0	0	0	0	0
Hisp. or Latino	215	213	99.07	0.93	35.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	49	96.08	3.92	20.41
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	229	226	98.69	1.31	33.19
Students with Disabilities	35	34	97.14	2.86	8.82

CAASPP Test Results in Mathematics by Student Group (2021-22)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	266	264	99.25	0.75	26.52
Female	123	123	100.00	0.00	19.51
Male	143	141			

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

School Facility Good Repair Status Most Recent Inspection: Tuesday, November 22, 2022			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior			✔
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety		✔	
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Rm 7, Rm 6, Rm 5, Rm 4, Rm 3, Rm 2, Rm 1 - Dirty vents
(B)	Rm 26, P-17, P-Mens, P-Womens, P-Staff, Rm 13, Rm 7 - Water stain ceiling tile
	Rm 24 - Ceiling tile loose; missing
	Rm 23, Rm 22 - Ceiling tile loose
	Rm 21, Rm 20, Rm 19 - Ceiling tiles loose
	Rm 30 - Water stain ceiling tile; ceiling tiles loose
(F)	Girls - Paint chipping on hand dryer
	Rm 25, Rm 24, Rm 23, Rm 22 - Paint chipping on door frame
	Boys - Paint chipping on walls
	P-14, Rm 7, Cafeteria - Paint chipping on siding
	P-Mens - Paint chipping on eaves
	Rm 6, Rm 5, Rm 4, Rm 3, Rm 2, Rm 1 - Paint chipping on window frame
	Storage - Paint chipping on interior door
(G)	Boys - Hole in wall
	P-Womens, Rm 11 - Dry rot on siding
	Cafeteria - Dry rot on trim
(H)	P-14 - Gate missing at storage
	Rm 6 - Fencing broken street side
	Fields - East side fence line damaged

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Woodrow Wilson Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Woodrow Wilson Elementary School for the 2021-22 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 (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	641	539	282	52.3
Female	294	254	130	51.2
Male	347	285	152	53.3
Amer. Indian or Alaska Native	1	0	0	0.0
Asian	12	12	2	16.7
Black or African-Amer.	82	68	43	63.2
Filipino	0	0	0	0.0
Hisp. or Latino	511	427	220	51.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	16	15	8	53.3
White	19	17	9	52.9
English Learners	134	110	49	44.5
Foster Youth	6	5	4	80.0
Homeless	33	24	16	66.7
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	565	485	269	55.5
Students with Disabilities	118	101	68	67.3

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Woodrow Wilson Elementary School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, Woodrow Wilson Elementary School held staff development training devoted to:

• ELPAC Training
• English Language Development (ELD)
• English Language Arts & Mathematics
• Professional Learning Communities (PLC's)
• 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. Woodrow Wilson 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 2021-22 school year, Woodrow Wilson Elementary School's teachers attended the following events hosted by the Colton Joint Unified School District:

2020-21 Training:
• Alludi (Online, Self-Paced PD for All Staff)
• CA Induction Program
• Colton Cohort (Orenda Data Review Sessions)
• Distance Learning Strategies (including Technology Tools) Equity
• Instructional Leadership Teams (Focused on Strategies to Support English Learners)
• Quality Teaching for English Learners (QTEL)

2021-22 Training:
• SBSS Standards for Math Practices
• Cognitive Coaching
• HSS Alive
• TEL
• Trauma Resource Institute
• Web Training

2022-23 Training:
• Educational Technology
• Parent Project
• Science Training
• Dual Immersion CABE
• Positive Behavior Interventions and Supports (PBIS)
• Restorative Practices
• Differentiating Instruction
• LETRS Training
• DIBELS Training
• Professional Learning Group

Woodrow Wilson 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 Decisions or trainiculuonting c0 .fC inshool Dto new ae

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 2022-23 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.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2022	Benchmark Education, *Ready to Advance*	0 %
2017	McGraw Hill, *Reading Wonders*	0 %
History-Social Science		
2022	Benchmark Education, *Ready to Advance*	0 %
2021	Teachers' Curriculum Institute, *Social Studies Alive! California Series*	0 %
Mathematics		
2022	Benchmark Education, *Ready to Advance*	0 %
2016	Houghton Mifflin Harcourt, *Go Math!*	0 %
Science		
2020	Accelerate Learning, *STEMScopes*	0 %
2020	Amplify Education, Inc., *Amplify Science*	0 %
2022	Benchmark Education, *Ready to Advance*	0 %

Professional Staff

Counseling & Support Staff

Woodrow Wilson 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 Woodrow Wilson 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) 2021-22		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Health Assistant	1	0.9
Library Media Technician	1	0.7
Nurse	1	0.2
Psychologist	1	0.5
Speech Therapist	1	1.0

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.

Teacher Preparation and Placement

The charts below identify the number of teachers at Woodrow Wilson 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 Woodrow Wilson 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 / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.3	95.5	882.9	93.0	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.1	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	5.9	0.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	14.3	1.5	11953.1	4.3
Unknown	1.0	4.5	44.8	4.7	15831.9	5.7
Total Teaching Positions	22.3	100.0	949.0	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.3	94.2	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	23.3	2.4	12115.8	4.4
Unknown	1.3	5.8	32.4	3.4	18854.3	6.9
Total Teaching Positions	23.7	100.0	965.0	100.0	274759.1	100.0

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

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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)	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

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: 2020-21 salary comparison data was