

May 5, 2004

Mr. Philip Naimo, Principal  
Woodrow Wilson High School  
4500 Multnomah Street  
Los Angeles, CA 90032

Dear Phil:

On behalf of the WASC Accreditation Visiting Committee, I want to thank you once again for the welcome and hospitality extended to us by your students, your parents, and by your staff. I hope that we have left you with a meaningful report that will assist you in your action plan. Your action plan is one that should move Woodrow Wilson High School forward.

Thank you for your assistance to me as the committee chairperson. Please extend my special thanks to your four outstanding co-chairs and to Barry Allwright, Assistant Principal. Our entire team spoke highly of the friendliness and openness of your staff, your students, your parents and the District F team. Please extend our "thank you" to all of them.

Sincerely,

Jock Fischer, Ed.D., Chair  
WASC Visiting Committee  
(909) 826-6478 · FAX [909] 826-6363

c: Mr. Richard Alonzo, District F Superintendent, Los Angeles USD  
Visiting Committee Members

# **Woodrow Wilson High School**

Los Angeles Unified School District

*Western Association of  
Schools and Colleges (WASC)*

Visiting Committee Report  
“Focus on Learning”

April 18-21, 2004

# Western Association of Schools and Colleges Accreditation Commission For Schools

## Visiting Committee

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## CHAPTER I: SCHOOL/COMMUNITY PROFILE

Woodrow Wilson High School, established in 1937, is one of five high schools in Local District F in the Los Angeles Unified School District (LAUSD). Located on a hilltop with a panoramic view of downtown Los Angeles, Wilson High serves the communities of El Sereno and adjacent City Terrace. Wilson High School is a comprehensive high school serving 2,993 (October 2003 CBEDS) students in grades nine through twelve on a traditional September-to-June calendar.

The Wilson High School campus has two 5-story classroom towers surrounded by permanent and temporary modular classrooms, a gymnasium, athletic fields, a track and a football stadium. Designed by award-winning architect Paul Revere Williams, Wilson High opened in 1970. The 40-plus acre campus is currently undergoing modernization, asbestos abatement and FEMA earthquake retrofit at the same time. In order to accommodate the student population and variety of magnet programs, the district has relocated adjacent alternative education programs and given these facilities to Wilson High School. This has extended the perimeter of the original campus and greatly increased the distance between some classes.

During this school year, there are 1,117 ninth graders, 688 tenth graders, 571 eleventh graders, 388 twelfth graders and 229 Special Class students. The student population is 90.9% Latino, 5.4% Asian, 2.1% African American, 0.9% White, 0.3% Filipino, 0.2% Native American, and 0.1% Pacific Islander. There are 795 Limited English Proficient (LEP) students, 1314 Fluent English Proficient (FEP). On the home language survey, 740 students report Spanish as the home language, 32 report Cantonese, 7 report Korean, 3 report Vietnamese and 13 report "Other." The number of students receiving free or reduced lunch has increased from 1,806 in 1997-98 to 2,405 in 2002-2003 (80%). There are 481 students served by the special education program, with 75% of the students in the category of "Specific Learning Disability."

Ninth grade enrollment has risen steadily over the past five years. Approximately 1,155 students were categorized as "ninth-grade" in the 2002-2003 school year. Of these students, 367 (31%) are behind in credits needed for graduation. To address this chronic problem, school staff has initiated the "Ninth Grade House," a small learning community designed to group ninth grade students together with the same teachers, who only teach ninth grade subjects. A total of 1,127 students, (38%), are enrolled in smaller learning communities including several academies, Humanitas, Advancement Via Individual Determination (AVID) and Ninth Grade House.

The overall attendance rate is currently 87%, with a higher rate of 93% in the smaller learning communities. The school has identified increasing attendance as one of its most urgent goals. In the last full school year, 228 students had forty or more full day absences, 375 had more than thirty absences, 666 had more than twenty absences and 1,241 students were absent more than ten times. The dropout rate has fluctuated over the past five years from 7.8% in 1997-98 to 10.3% in 1999-2000 to 8.9% in 2001-2002. In 2001-2002, there were 144 male dropouts and 104 female dropouts. The number of suspensions has remained constant at approximately 400 over the past five years. The school reports few expulsions.

Since 1997-98, the number of graduates has averaged about 400 students per year with 398 students in 2002-2003. The number of graduates who are UC/CSU eligible has increased

steadily from 120 students in 1997-1998 to 170 in 2002-2003. The school has identified increasing the number of graduates and the number of graduates eligible for UC/CSU as significant goals to be addressed. Advanced Placement (AP) course offerings are available and some students take the AP tests in twenty different areas including English Language, Spanish Language, Chemistry, U.S. History, Calculus AB and BC, and Statistics. The passing rate remains low (between 3%-10%) except in Spanish Language where 65 test-takers produced a 100% passing rate last year.

A variety of standardized tests show low rates of student achievement. On the California Standards Tests (CST), most students performed below “Proficient” levels in most subjects, but most significantly in General Mathematics, World History and English Language Arts. Students improved scores on the English Language Arts portion of the California High School Exit Exam (CAHSEE) to a 61% passing rate in 2003 (up from 41% in 2002). Similarly, students increased passing rates on the math portion of CAHSEE from 21% in 2002 to 37% in 2003. However, English Language Learners fell below the general population with passing rates of 25% in English Language Arts and 19% in Math. Test-takers on the Scholastic Aptitude Test (SAT) have increased slightly (from 198 to 255 over a six-year period beginning in 1997-98). SAT scores are below national averages. Similarly, the number of ACT test takers has increased slightly but scores remain below national averages.

Wilson High School is a school-wide Title I school. It was identified as a Program Improvement School for not having met Academic Performance Index (API) targets two years in a row. As a result of not meeting these targets, the California Department of Education and the Los Angeles Unified School District entered into a Joint Intervention Agreement (JIA) to take corrective actions that would assist the school in meeting API targets. Although the JIA and its impact on the school are more fully described in Chapter II of this report, it should be noted that the JIA plan superceded all other schoolwide or programmatic action plans, including the 1997 WASC *Focus on Learning* Action Plan.

Since the state audit and resulting improvement plan, the Academic Performance Index (API) has increased 51 points above the base score of 507 in 2001. In both 2002 and 2003, Wilson High exceeded targeted growth requirements. However, the percentage of students taking the STAR tests fell to 89%, 6% less than the required 95% test rate. Low participation rates in CST English and Mathematics testing impacted on the Adequate Yearly Progress (AYP) results and the school failed to make its AYP goal. (State summaries attached.)

There are 157 members of the certificated staff. These include 133 teachers (including academy, special education, ROP, and class size reduction teachers), 7 counselors, 1 Perkins counselor, 1 College Counselor, 1 Career Advisor, 1 librarian, 1 nurse, 1 psychologist, 2 Instructional Coaches (Literacy and Math), 1 network administrator, 1 Title I Coordinator, 1 Bilingual Coordinator, 5 assistant principals and a principal. In the last school year, two-thirds of classrooms teachers were fully credentialed. As veteran teachers retire, the percentage of first year teachers has grown over the past five years. The teaching staff is actively pursuing advanced degrees; currently, 25% of the teaching staff possesses a Masters or doctorate degree in their area of specialization.

A variety of support personnel, including 18 cafeteria workers, 14 clerical/secretarial staff, 12 building and grounds workers, 1.5 gardeners, 2.5 educational aides, and 4 restroom attendants assist in the daily operation of the school and its programs. There is a large student cafeteria and other campus points-of-service, which provide approximately 1050 lunches per day. Classified staff members report some degree of dissatisfaction with the working environment. When asked, “Morale at Wilson High School is high,” only 32% agreed in a positive manner. Only 19% agreed that an effective tardy policy is in place and only 26% agreed that Wilson High School has a clear code of conduct for students to follow. Stronger positive responses (62%) were given to “The principal works collaboratively with stakeholders” and to “The support staff works to improve student achievement.”

Parents report that Woodrow Wilson High School has a welcoming environment (75% positive response rate), that the school keeps me informed (72% positive response rate) and, to a lesser extent, that the campus is safe (59% positive response rate) and that the teachers are enthusiastic and knowledgeable (66% positive response rate). Students report that teachers have high expectations (84% positive response rate), that teachers are available for extra help (81% positive response rate) and, to a lesser degree, that “the teachers use a variety of methods to involve us in learning” (64% positive response rate) and that “I am safe and valued at this school” (54% positive response rate). No teacher survey was given.

The annual budget for Wilson High School, inclusive of salaries, instructional materials and operations, is just over \$17 million. Revenue sources include the general fund and categorical programs such as Title I (Schoolwide Program-\$668,000) and Parent Involvement (\$12,000), Gifted and Talented (\$10,660), and Carl Perkins (\$212,000). This is augmented, inclusive of salaries, operations and transportation, by \$1.1 million for the Administration of Justice and Law Magnet and by \$258,477 for the Junior Police Academy. Fiscal resources also provide additional human resources in the form of class size reduction teachers, instructional coaches, additional counselors, and a Healthy Start Clinic.

### **Summary:**

- Wilson High is a 9-12 comprehensive high school on a traditional calendar.
- Students are below state and national averages on indicators of achievement.
- A Joint Intervention Agreement was completed to improve the instructional program and to raise student achievement.
- Adequate Yearly Progress (AYP) has not been met for two years due to low test participation.
- Wilson High has made progress on its JIA as measured by reviewers.
- Material and human resources are available to support the Action Plan.
- Smaller learning communities have been and are being developed to increase student linkage to the school and its instructional program.
- Wilson High recognizes and is concerned about low student motivation and poor attendance.
- Wilson High is striving to establish clear expectations of increased rigor across the curriculum.

## CHAPTER II: PROGRESS REPORT

The last full WASC Accreditation for Woodrow Wilson High School occurred in the spring of 1997. A revisit team returned to Wilson High in May 2000, at which time the school prepared a *Year 2000 Progress Report*. The 1997 self-study, the Visiting Committee's report and the *Year 2000 Progress Report* form the basis of the first portion of Chapter II.

From the 1997 self-study and the Visiting Committee report, seven (7) Schoolwide Critical Areas for Follow-up were identified. These Critical Areas were:

- Increase student attendance and graduation rate
- Improve instruction in the classroom to accomplish the ESLRs
- Develop and implement strategies to increase parent and community participation
- Focus on communication between all stakeholders and student support services
- Provide appropriate access to the campus and the curriculum program for students with physical disabilities
- Coordinate and expand the technological resources for the school
- Provide current technology for campus administrative services (i.e., guidance and administration)

These critical areas formed the basis of the Action Plan. The resulting Action Plan had three focus areas: Culture of Learning, Technology Resources and Library Development. The stakeholders planned specific activities for each focus area and, in the year 2000, reported progress in the *Progress Report* as follows:

- Culture of Learning: There is a need to realign the instructional program so assessment drives the classroom instruction of students.
  - Establish yearly process for preparation and evaluation of standardized exams
  - Train teachers in use of assessments that demonstrate higher levels of thinking
  - Departments will strengthen sequential nature of curricula
  - Strengthen integrated approach to curriculum delivery
  - Establish extended learning opportunities that focus on basic skills
  - Establish a peer review process for mentoring
  - Establish a professional development program for all stakeholders
  - Expand counseling services

**Progress Report Summary:** Standards workshops were provided in 1997-98 as were workshops on alternative assessment measures. Though some departments revised scope and sequence documents in response to the infusion of new standards, a schoolwide effort using assessment data was not reported. Individual programs such as JROTC, Law Magnet, AVID, LA COPS, and Bilingual Program, offered opportunities for afterschool tutoring for students. The Math department offered 14 hours of afterschool tutoring per week. Mentor teachers worked with pre-intern/new teachers, but veteran teachers could not participate in the peer review process. Counseling services were expanded. Migrant Education and Healthy Start services were added.

- Technology Resources: There is a need to coordinate and expand the technological resources of the school.
  - Establish a process to prepare a yearly analysis of existing technology on campus
  - Develop a technology use plan
  - Update the library to be technology center of school
  - Expand technology into the appropriate classrooms
  - Provide staff with appropriate technology training
  - Establish a teacher workroom as a technology/work center

**Progress Report Summary:** An inventory and assessment of technological resources was completed in 1999 as the basis of the Digital High School technology plan. There was no report that it continued on any periodic basis, though the **Progress Report** stated it would be done on an annual basis. Library hours were increased but the library did not become “an information hub.” Though categorical programs, e.g., Title I, put computers in specific classrooms for student use, Internet access was severely limited. Staff had limited technology training as the common conference periods were discarded and time was not as readily available for training. The modernized teacher workroom was not completed by 2000.

- Library Development: There is need to create a library that is a learner-friendly center using all forms of media to align, support and strengthen the school’s curriculum.
  - Expand and upgrade the library collection
  - Develop a Library Use Committee
  - Update the library to be a technology center for the school

**Progress Report Summary:** The stakeholders reflected that much of this portion of the action plan was well on its way. Specific events that fostered the process were the Digital High School grant, the increased hours of library services and “16 computers for students’ use.” The purchase of an automated check-out system and a new librarian were also cited as ways in which the library had improved. Library collections or services did not appear to be aligned “to support and strengthen the school’s curriculum.” Stakeholders were asked by announcements in the daily bulletin to suggest new books/media to be purchased. There was no evidence that planning/purchasing was a shared, schoolwide activity, but rather one for individuals or departments. In this Critical Area as in the others, the Action Plan appeared to be a series of events rather than the basis of a process of continuous school improvement.

### **October 2001: California Department of Education Scholastic Audit Team Report**

Though new programs and services were added and some students began to make gains as measured on standardized tests, the gains were below state expectations, as were the numbers of students being assessed. When the Asian subgroup failed to meet target goals (Academic Performance Index) and Wilson High failed to test at least 95% of its students, the California Department of Education sent an audit team to review the instructional program.

The audit team's significant findings included:

- Curriculum and instruction are not linked to standards
- There is little evidence of equal access to high quality instruction
- The school lacks organizational structures and coordination of existing resources to operate efficiently
- The school reflects a lack of coherence, shared vision and unifying leadership.
- Student performance expectations are low

These findings resulted in the development of a Joint Intervention Agreement (JIA), binding on the district and the school to improve the school. Governance of the school shifted from the "LEARN" model to a principal-led, but shared decision-making, model. The administrative team was increased to five assistant principals and a new principal was named in 2002. Professional development was mandated. "Banked time" was created for staff development hours that focused upon schoolwide, student-centered issues. A network administrator and instructional coaches were added to complete goals set in 1997. The audit team visited the school to monitor progress through June 2003.

The audit team's fifth monitoring report dated June 4, 2003, cited additional evidence of improvements at the school. This evidence included:

- The use of open-response questioning
- The use of graphic organizers
- A schoolwide focus on writing standards
- Teacher satisfaction with district-provided professional development
- Parent satisfaction with the new principal and administrative team
- Student satisfaction with new standards-based instruction

The team also found that parents still expressed that students lacked a motivation to learn and that there was a need for schoolwide discipline policies.

The June 30, 2003, JIA Final Report stated:

***Wilson High school has made great strides in aligning curriculum to the standards. The culture of the school is evolving and the staff is prepared to be a part of the change. A pattern of professional development, collaboration, and examining data has developed. As the school undertakes the WASC accreditation process throughout next school year, the current model can be sustained. The State Audit was an examination from the outside in, the accreditation process provides the opportunity to complete an examination from the inside out.***

The Wilson stakeholders are working to use the infrastructure and vision established under the JIA to make the WASC ***Focus on Learning*** process one of continuous school improvement, that will restore Wilson High School's reputation as one of the finest in the city of Los Angeles.

## CHAPTER III: SELF-STUDY PROCESS

### EXPECTED SCHOOLWIDE LEARNING RESULTS

*All graduates of Woodrow Wilson High School should know and be able to:*

1. Demonstrate key personal attributes, which allow a person to succeed in today's and tomorrow's society:
  - Exercise self-discipline
  - Exercise self-control
  - Set short-term, mid-term and long-term goals
  - Have confidence in personal ability and worth
  - Act responsibly
  - Demonstrate honesty and integrity in their endeavors
2. Exhibit the interpersonal skills necessary to function effectively with others in the work world and in an ethical society:
  - Show respect for diverse ethnic groups, cultures, & religions
  - Show respect for proper authority
  - Communicate effectively
  - Work cooperatively
3. Possess the academic background, skills, and abilities to pursue personal, academic, and professional goals in today's and tomorrow's world:
  - Effectively demonstrate the basic skills of reading, writing, mathematics, and research
  - Perform at a level of proficiency on all required statewide assessments
  - Use prior knowledge and experience to solve problems
4. Demonstrate the basic technological literacy needed to continue adapting in a rapidly changing technological world:
  - Understand the nature of technology systems and view themselves as proficient users of these systems
  - Understand and model positive, ethical use of technology in both academic and personal contexts
  - Use technology to increase creative productivity
  - Use technology to access, evaluate, process and synthesize information from a variety of sources

*School accomplishments in regard to the expected outcomes of the self-study:*

- **Introduction: Mind set for the self-study.**

The WASC *Focus on Learning* process began with the completion of the CDE Joint Intervention Agreement Plan in June 2003. Wilson stakeholders consider the *Focus on Learning* self-study process is the “next logical step” in the continuous school improvement process. The realization that school improvement is a continuous, and often times difficult, process was made clear to all stakeholders during the Joint Intervention Agreement. The *Focus on Learning* process is being seen as the next step in the continuous school improvement and accountability process.

The stakeholders focused their initial “conversations” around the JIA findings, which were transformed by the self-study process into three Critical Academic Needs:

- Curriculum and instruction must be linked to California State Standards, with students given equal access to high quality instruction.
- The school must establish a clear, coherent set of expectations for all learners in all subject areas.
- Students must demonstrate proficiency on assessment of literacy and numeracy.

These critical need areas drove the completion of the self-study document.

- **The involvement and collaboration of each stakeholder group in the self-study.**

Home groups representing the many stakeholders at Wilson High School, including departments, students, and parents, began meeting in early September to review progress on the JIA and begin the process of preparing for the self-study. A WASC Steering Committee composed of four classroom teachers served as co-chairs. “Banked days” (shortened days) provided the time for review of student assessment data and for meetings where elements of the self-study were discussed and prepared. Parent and Student Home Group representatives were partners in these meetings. In addition, stakeholder groups participated in data collection through surveys administered to parents, students and classified staff. The leadership team reported that faculty surveys were not conducted due to time limitations. LAUSD District F staff provided data and fiscal assistance for this process.

- **The clarification and measurement of what all students should know, understand and be able to do through expected schoolwide learning results and academic standards.**

The first task undertaken was to revisit and refine the original ESLRs and the school’s vision and mission statements. The shortened time frame to prepare for a WASC visit necessitated a streamlined process for reviewing and refining the ESLRs. The ESLRs, developed in 1996-97 with the involvement of all stakeholder groups, were presented to the Leadership Team. The team began conversations and built consensus to achieve fewer, but equally measurable and attainable, ESLRs. More importantly, this time the ESLRs were linked to the rigor of the standards-based curriculum.

The updated ESLRs were sent to stakeholder groups for evaluation and recommendations for improvement. Through student and parent “home groups,” the Leadership Team received feedback. Inclusion activities, including circle mapping and gallery walks, helped stakeholders determine the critical elements of the revised ESLRs as well as the revised vision and mission statements. Separate Vision and Purpose focus groups brought further refinement to the vision and mission statements. By November, the process was completed.

- **The gathering and analyzing of data about students and student achievement.**

Throughout the entire Joint Intervention Agreement the gathering and analyzing of data about students and student achievement became systematic across the school. Individual departments, especially Mathematics, English Language Arts, Science and Social Science, looked closely at standardized test results in their subject areas and began to work on rubrics to begin to collect data in a more consistent fashion. Training regarding analysis of assessment data occurred over a two-year period during the banked days and at professional workshops on topics related to assessment and accountability.

- **The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria.**

Based upon the assessment of the school’s program, the stakeholders at Wilson High School have completed a number of measured steps to improve student achievement, with particular emphasis on developing student literacy, critical thinking skills and mathematical proficiency. The Institute for Learning’s Principles of Learning, especially “clear expectations,” “accountable talk,” and “academic rigor,” have served as guiding principles to the school improvement process. New methodologies including SDAIE, Thinking Maps, Open-Response Questions and Jane Schaffer Writing have been introduced into daily lesson planning and delivery. Additional administrators have been hired to facilitate the changes in instruction and programs. In order to coordinate and ensure standards-based instruction all departments have created “Pacing Plans”, Math and Literacy coaches, widespread use of rubrics and monthly learning walks are building a “climate” of change at Wilson High. The development of smaller learning communities has been and is an earnest attempt to “connect” students with the school and or a rigorous academic program.

- **The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

The stakeholders at Wilson High School have produced a long-range action plan to address the three critical areas of need identified by the state audit team and affirmed by the *Focus on Learning* self-study process. The self-study comes at the end of a state-and-district-directed mandate for change. As stakeholders at Wilson High are again given the full professional responsibility to plan, to implement and to monitor progress, the *Focus on Learning* process serves as the first benchmark of a new Wilson High. Standards now drive the academic and support programs for students.

## CHAPTER IV

### A. Standards-based Student Learning: Curriculum and Instruction

***A-1: To what extent do all students participate in a rigorous, relevant, and coherent standards based curriculum that supports the achievement of the academic standards and the expected school-wide learning results? To what extent are the expected school-wide learning results accomplished through standards based learning?***

The school reports that the administration and faculty have spent much time in professional development and curriculum planning over its current term of accreditation. Teachers have aligned the curriculum with the state standards. Departments use pacing plans and are beginning to implement common syllabi and common assessments. The English Department chose a standards-based text in the recent textbook adoption cycle. The administration and faculty realize more work is needed, as demonstrated by the low scores on the California Standards Tests (CSTs) and California High School Exit Exam (CAHSEE). Both CST and CAHSEE scores rose dramatically the past two years.

The curriculum is based on a traditional program of UC/CSU a-g requirements. The school is developing and implementing a comprehensive and rigorous curriculum. The school's low state test scores and AP test scores demonstrate a continued need for increased academic rigor. Continued support is planned to assist at-risk students needing acceleration to be successful in a rigorous, college preparatory program.

Wilson High School offers several, magnet programs in its Smaller Learning Communities that support the achievement of the state standards and site ESLRs. They are: the Administration of Justice and Law, the Junior Police Academy, the Environmental Science Academy, the Perkins Academy, The Transportation Career Academy, and a Ninth Grade House. A performing arts program is planned based on a survey of students' interests. The school also provides Honors/AP courses, a large ELD program, and a wide variety of Special Education services for its diverse student body. Students with high GPAs can enroll concurrently in courses for elective credit at CSULA. A Careers With Children class is offered onsite at the Children's Center for senior students interested in teaching careers.

The school's ESLRs were revisited and refined to reflect its statement of "vision, mission, and beliefs" following the Joint Intervention Agreement. They challenge the school to continuous improvement and success for all students. The school reports that its ESLRs are broad in scope, but can be incorporated into the school's curriculum and culture.

***A-2: To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?***

The administrative and organizational changes brought about by the Joint Intervention Agreement resulted in changes in guidance services. A new assistant principal in charge of

counseling has been assigned to help streamline guidance services. School counselors report a significant number of students fall short of achieving academic goals. One goal of the guidance department is to give students more encouragement to develop their abilities to be successful in a rigorous, academic program. A formal four-year guidance plan is developed with freshmen to assist them in academic and career planning.

The comprehensive curriculum is available to all students who meet the requirements for various courses. All 9<sup>th</sup> graders take a Life Skills course. Special Education students have Individual Education Plans and Individualized Transition Plans. The school has a Career Center and Coordinator, as well as a College Corner. A Career Advisor offers a variety of job and work experience opportunities. The district's Skills Center, Adult School, and East L.A. College offer alternatives to four-year colleges. The district recently implemented redesignation and catch-up plans for ELLs. Unique programs are available for college-bound students such as Upward Bound at CSULA and Occidental College and the UC Berkeley Pre-Collegiate Award. The school also offers a variety of nonacademic programs and resources to assist students in achieving their future goals: Healthy Start, Impact, GRIP, Parent Center, and the Seymour Zone. After school tutoring, Saturday School credit recovery, and summer school are available. Student surveys indicate positive attitudes about faculty and staff's efforts to help them achieve.

There is evidence that participation in the school's smaller learning communities helps students to develop academically and socially. These smaller learning communities allow students to learn the core standards and apply them to real career areas. The Ninth Grade House is an opportunity for a cadre of teachers to provide students the with foundation they need to be successful in high school.

The concerted efforts of the smaller learning communities, standards alignment, and instructional development, assist students in meeting graduation requirements and career goals.

***A-3: To what extent will students be able to meet all the requirements of graduation upon completion of the high school program?***

After an examination of the programs offered, students should be able to meet all the requirements for graduation. Students enroll in sequential courses that provide a solid foundation in preparation for future learning and career opportunities. The curricular and co-curricular programs, plus the smaller learning communities, provide students with experiences that are beneficial to life-long learning. The school recognizes that nearly 10% of students do not complete the graduation requirements. There is a high student attrition rate. Also, approximately one-half the 10<sup>th</sup> grade is struggling to pass the California High School Exit Exam. English Language Learners and Special Education students have ongoing difficulties, as seen statewide.

***A-4: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?***

***To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?***

The faculty has been trained in research based instructional methodologies and is implementing these strategies in classrooms. Examples are: SDAIE, the Jane Schaffer writing program, Thinking Maps, and Open-Response Questions. The school's new math and literacy coaches support these strategies and instructional techniques. Learning Walks are conducted regularly to inform teachers and administrators of instructional practices. These are followed by debriefing sessions and the development of critical questions.

Wilson High School has sought to integrate technology into the curriculum as a source of support for instruction and learning. Digital High School grant funds and E-rate funds were used for technology acquisition. Funding is needed to provide additional training for teachers to incorporate this technology in the classroom. Newly adopted English textbooks include websites and computer assignments. Laptop computers, palm pilots, and varied software are available to students and staff in the smaller learning communities. Much of the technology program is temporarily halted due to a massive asbestos abatement program, budgetary cuts and site construction.

***Areas of Strength:***

- Smaller learning communities
- Ninth Grade House
- Staff development in a variety of instructional strategies
- Academic coaches in math and literacy
- Positive student perceptions of faculty and staff

***Key Issues:***

- High repeat rate in 9<sup>th</sup> grade
- ELL students' redesignations
- Low CAHSEE pass rates
- Dropout rate
- Attendance rate
- Academic rigor

***Evidence:***

- Self-study document
- Classroom observations
- Dialogue with focus groups and key stakeholders
- Student achievement data
- Student surveys
- Department Pacing Plans

**B. Standards-based Learning: Assessment and Accountability**

***B-5a: To what extent do teachers employ a variety of strategies to evaluate student learning?***

Wilson teachers use a variety of methods to assess student achievement that ranges from the traditional to the innovative. The forms of assessment that can be identified are informal observations, objective tests and quizzes, class work and homework assignments, performance assessments, writing assignments (open-response questions), as well as quarter and semester exams. The majority of these assignments are linked to the California State Content Standards. Teachers are continuing the collaboration process of developing common assessments and benchmarks to measure each student's academic growth.

A positive trend is the use of varied assignment techniques. These techniques include portfolios, Thinking Maps, computer-aided presentations (i.e. PowerPoint) and performance assessments that allow students to incorporate multiple learning modalities. Teachers recognize that movement toward more creative modes of assessment will assist in engaging students in the curriculum. But they expressed a need to focus on the development of a comprehensive plan to set the practices into place.

At the beginning of the school year, teachers receive printed roll sheets that identify individual information and classifications of each student in their classes. This information includes the home language and whether a student has been identified as gifted or is enrolled in special education courses. The Bilingual Coordinator distributes another list that identifies the language level of each student in the class. At the initial faculty meeting of the year, each teacher receives a list of their students' test scores from the previous year. Teachers review how to interpret the data and the departments discuss the academic needs that must be addressed.

A major concern is the high failure rate in core classes. Many teachers base their grades primarily on homework/class work and formal testing, which limits the success of some students. Also, many students appear satisfied with average and below average performance. The staff is investigating ways of assisting these students and motivating them to strive for higher performances in their classes.

***B-5b: To what extent do students and teachers use assessment results to enhance the educational progress of every student?***

The majority of teachers create assignments that measure achievement of the California State Standards. The Mathematics and Science Departments use question-and-answer, computation, and multiple-choice assessments. There has been a move toward open-response questions whenever possible. In the last three years a greater effort has been made to include formal writing, using strands of the California State Standards in English/Language Arts. English, History, and Foreign Language departments use a variety of teaching/learning activities to assess the California State Standards.

Standardized test results are used by teachers to identify areas of strength and weakness in the curriculum. Teachers frequently use class work and homework to determine grades and mastery. Consequently, a student's grade may vary from class to class within the same department.

Assessment results are the primary manner in which academic growth is measured. Data from test results on local and state assessments help teachers modify their lessons, guide their instructional activities, and re-evaluate their teaching practices.

***B-6: To what extent do the school, district, and community regularly review student progress toward achievement of the academic standards and the expected schoolwide learning results and report to the parents and other stakeholders of the community?***

The primary ways that Wilson High School communicates with parents are: report cards every five weeks, twice a semester parent conference nights, mailings, and phone communications. IEP conferences are held annually for Special Education parents. The smaller learning communities have been able to improve the communication among all stakeholders. The school also has parent and committee meetings at which all stakeholders are welcome.

In addition, the School Site Council is writing the Single Plan for Student Achievement to allocate categorical funds. The Academic Achievement Leadership Team meets monthly to discuss budgetary issues, professional development, and access to school resources. Through the Shared Decision-Making Council, student information is dispersed to all Wilson High stakeholders.

Twice per semester, teachers are available after school for two hours. This time is allotted for parent-teacher conferences. Teachers are also available to parents before and after school. The smaller learning communities schedule their own activities for parents regarding student progress. Many teachers use the electronic grading program Easy Grade Pro, which allows for a sophisticated analysis of student performance along with graphs that can be shared with parents.

Parents report that the Parent Center provides effective communication that reaches both English and Spanish speaking parents.

***B-7a: To what extent does the assessment of student achievement in relation to academic standards and the Expected Schoolwide Learning Results drive the school's program and resource allocation and use?***

Wilson is focusing on a standards-based curriculum that includes pacing plans and common quarterly and semester assessments. At the beginning of each school year, a professional development session focuses on the results of state assessments. In this session, teachers are trained to read and analyze the data provided. They are given time to formulate plans for remediation in areas of student weakness.

The analysis of data produced from state testing has been incorporated into professional development. Alignment of course curricula with state standards and the development of pacing plans, curriculum mapping, and common assessments have begun. Data from the school and district levels are used to drive the school's program and resource allocations.

***B-7b: To what extent are the human, materials, physical, and financial resources utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?***

Wilson receives approximately \$2,000,000 in state and federal categorical funds that are used to support academic achievement. The Mathematics Department has received extra training paid by the district. Advanced Placement teachers received district funds to attend conferences. Math and Literacy coaches are hired by the district to assist teachers in the development of lesson plans and teaching practices.

There is significant growth in the school's usable plant. Ten new bungalows were added, and construction is in progress on a two-story building that will house eight classrooms.

***Areas of Strength:***

- Teacher collaboration on standards
- A variety of committees and organizations
- The Parent Center

***Key Issues:***

- Local assessments with frequent benchmarks
- Data analysis to measure student progress
- Use of data to modify the curriculum, instruction, and assessments

***Evidence:***

- Self-study document
- Classroom visitation
- Dialogue with focus groups

**C. Support for Student Personal and Academic Growth**

***C-8: To what extent do all students receive appropriate support to help ensure academic success?***

Support services for students vary in their role and effectiveness. By their own admission, the school is underutilizing the various support groups for students. The constant movement of classes and support services due to construction places constraints for student support. Although the library has made improvements in its services, more technical help is in order to truly become a library/media center.

The ELD Department is responsible for approximately one third of the Wilson student body. The department has the services of a bilingual coordinator and a counselor to assist students with scheduling needs. SDAIE methodologies have been presented to staff through professional development, but there remain concerns about the academic achievement of EL students.

The Special Education Department has multiple services and support available for its students. An assistant principal is assigned full time to supervise and assist this department. Also, a full-time clerk is available for scheduling and maintaining IEPs. Fourteen percent of Wilson's student population is designated special education. The Special Education Department has 27

teachers--19 SDC instructors and 8 RSP specialists. The department has 65 classroom and personal aides. The department chair & assistant principal in charge work to ensure all appropriate paperwork and services, such as IEPs, are update and maintained. An extensive transition program assists students with work behavior in the classroom and helps students find jobs through “Supported Employment.”

There have been recent adjustments in grade level counseling caseloads to improve individual services to students. There are now ten counselors and two advisors assigned to specialty areas. Other components at Wilson that support student growth include a GATE Coordinator, the Health office, a school psychologist, and the Healthy Start program.

The introduction of smaller learning communities and magnet programs has increased personalized instruction but does not reach the entire student body. Evidence from these programs shows, that this avenue of instruction is a valuable tool for offering student support and growth.

***C-9: To what extent do all students have access to a system of personal support services, activities and opportunities at the school and within the community?***

Community resources play an important role in providing student support. There is a goal to improve the dissemination of information about these services to increase utilization by students. Additional support services are offered through various counseling programs; i.e.: a career advisor, a school psychologist, a Healthy Start Coordinator. External referrals are made through these services. Wilson also has two Pupil Services and Attendance (PSA) counselors to assist with student attendance difficulties.

The Ninth Grade House was created to ease the transition from middle school to high school, and to lessen the feeling of isolation of freshman students. The Junior Police Academy provides opportunities for students to prepare for a career in law enforcement. A Los Angeles Police Department regular-duty officer conducts physical training classes five days a week. As part of the curriculum, cadets train on an obstacle course and take a year of Forensic Science in a state-of-the-art lab. The curriculum also emphasizes morality, ethics and community service in a structured and disciplined program.

The Environmental Science Academy, besides promoting environmental education in school, encourages minority students to study science in college. The program has expanded and now includes the entire core curriculum with special offerings in AP Environmental Science and an Outdoor Education course. The Transportation Careers Academy curriculum emphasizes engineering, architecture, and urban planning. Students learn industry standard computer programs, study concepts in urban planning and transportation, and are partnered with mentors from the MTA. The Academy of Finance curriculum focuses on accounting and financial skills development. The program offers paid summer internships with Wells Fargo Bank.

***Areas of Strength:***

- A variety of extra-curricular activities
- Smaller learning communities and magnets

- Availability of community resources that can be accessed at the school

***Key Issues:***

- Increase family and community participation in school related events
- Organize and coordinate services for greater student awareness and use
- Increase student access to counselors and their unique services

***Evidence:***

- Dialogue with staff
- Classroom visitations
- Review of master schedule
- Self-study
- Student Interviews

**D. Culture**

***D-10a: To what extent is the school a safe, clean, and orderly place that nurtures learning?***

Wilson High School is a closed campus. Some stakeholders expressed a concern that the campus is becoming less safe. Part of this concern comes from a reduction in the number of campus security staff. There are four campus aides who patrol and supervise the grounds (two six-hour aides and two three-hour aides). The school also has a full time school resource officer (SRO). This year there are five assistant principals, two full-time deans and two part-time deans who assist with campus supervision throughout the school day.

The school reports that student tardiness is a major problem. With the addition of new relocatable classrooms on the lower campus area more students are tardy. Due to the multi-level configuration of the campus, the practice of tardy sweeps is not completely effective to address this issue.

The rising student population and school construction has resulted in insufficient classroom space. Classroom furnishings are broken and in disrepair. Over 40 teachers must travel from classroom to classroom to teach.

The Wilson staff expressed the need to address the extreme amount of graffiti, trash, and heavy weeds pervasive throughout the campus.

***D-10b: To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?***

There exists a positive level of trust among teachers. Students expressed positive feelings about their teachers. Most students feel they can trust their teachers to help them academically as well

as socially. Overall, teacher morale is positive and teachers feel the school is moving in the right direction. Teachers are working together in departments on curriculum and instruction. This collaboration has led to increased morale and a high level of teacher involvement in curriculum planning. This collaboration is occurring both within and across curricular areas. This collaboration, along with accountable talk, creates a common vocabulary across the curriculum.

Many staff members participate in a variety of school committees. These committees allow teachers and staff to participate in school governance and direction setting. Some members of the faculty and staff are concerned about the amount of decision-making ability they will have as the school moves away from the JIA process. There is a feeling that the systems have been set in place for the local school community to independently and successfully evaluate the schools continuous improvement and direction.

Students are aware of Wilson's academic expectations. They feel that teachers are providing them with a good instructional program. Some fringe students (e.g. academically at-risk, ELL, alternative) feel a need for more co-curricular activities and programs that meet their needs.

***Areas of Strength:***

- Teacher collaboration
- A common vocabulary across the curriculum
- Student and teacher rapport

***Key Issues:***

- Facilities cleanliness and maintenance
- Student tardiness
- Sustaining a culture of continuous school improvement

***Evidence:***

- Self study
- Classroom and campus observations
- Dialogue with faculty, staff, students, parents

## **E. Leadership and Staff**

***E-11: To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?***

Major administrative and faculty changes have occurred at Wilson High School due to its Joint Intervention Agreement (JIA), No Child Left Behind (NCLB) requirements, faculty retirement and student population growth. There is evidence these changes have produced collaborative decisions and positive activities that focus on student achievement.

According to the district, centralization of the decision-making process at WWHS was necessary in order to direct the school into a new position for students to achieve. The turmoil regarding

changes in leadership and teaching personnel is subsiding now that evidence of increased test scores has been seen. Faculty and administration agree that after the audit process the school is headed in the right direction.

As a result of the JIA, there is a formalized governance system as evidenced by an in-depth administrative organization chart and ongoing review by district office personnel. Numerous administrative-faculty-student-community groups provide input to the principal: School Site Council, Academic Achievement Leadership Team, Shared Decision-Making Council, Professional Development Committee, Literacy Cadre, Smaller Learning Communities Committee, and Student Leadership; in addition to monthly department and faculty meetings.

These groups have initiated a process of systematic improvement in standards-based curriculum, instructional planning, teaching methodologies, school organization, school budget, and professional staff development. The results are major increases in the school's API and CAHSEE scores. The groups have identified student attendance/mobility/discipline as schoolwide issues to be addressed.

***E-12: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?***

During the JIA, Wilson High School teachers participated in a wide variety of professional development trainings to assist them in developing a standards-based curriculum with common syllabi and assessments, and to implement instructional programs based upon identified needs: Open-Resource Questions, Rubrics, SDAIE, Jane Schaffer Writing, Thinking Maps, Pacing Plans, and Nine Principles of Learning. Ongoing professional development includes BTSA and SDAIE, and Literacy/Math coaches paid by the district.

Leadership groups examined state test scores to make decisions about curriculum and instruction, as well as organization and funding. Several Smaller Learning Communities, the Administration of Justice and Law, the Junior Police Academy, an Environmental Science Academy, Perkins Academy, a Ninth Grade House and AVID exist to increase student achievement.

Wilson High School partners with the UCLA Center X program to train and hire qualified, new teachers. The teaching staff is a mixture of veteran and new teachers, with few on emergency credentials.

Teachers share "banked time" for common planning and training twice monthly. Several "best practices" have been instituted schoolwide such as Jane Schaffer Writing, Thinking Maps, Opened-Ended Questions, and Rubrics, plus common syllabi and assessments, in order to improve instruction and learning. Teachers, site and district administrators participate in Learning Walks to view the teaching and learning.

***E-13: To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?***

During the JIA, the district, with no teacher input, mandated extensive professional development. Now Wilson High School has a Professional Development Committee of teachers and an administrator responsible to determine ongoing professional development based upon standards, ESLRs, and identified needs.

***E-14: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?***

As in many high schools, parental and community involvement is a challenge. Communication is primarily from school to home, but several opportunities exist for parents and community members to visit the school: four parent conference nights, a Parent Center, a Healthy Start Program, Freshman Orientation and tours, the Seymour Zone of computers and copy services, plus a website, newsletter, curriculum guides and report cards in both English and Spanish.

According to surveys, parents feel positive about the school's faculty and staff, programs, academic instruction, and information provided about the school. In meetings with parents, they were particularly complimentary about the Parent Center and its services and classes offered.

***Areas of Strength:***

- Variety of leadership groups
- Successfully completed the JIA
- Professional Development Committee
- Parent Center and Healthy Start Center

***Key Issues:***

- Continued administration-teacher-staff collaboration
- Input from all stakeholders
- Limited number of parent participants

***Evidence:***

- Self-study
- Surveys
- Focus Groups
- Site tour

**F. Vision and Purpose**

***F-15a: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels?***

Prior to, and during the state audit, the school felt it had no identity, and the teachers felt the state was dictating instructional and organizational practices to them. Focus group members realized that the staff was performing many of the components present in the vision statement, but a clear and articulate statement of their vision and purpose had not been created. As the accreditation process progressed and the school began to unify, a sense of direction emerged and a clear and articulate statement of purpose in addressing students' needs was created.

The vision was derived from focus groups, home groups, and the leadership committee, which represents a new identity at Wilson High School. The Vision Statement of Wilson High School affirms "our vision is to create and maintain a safe, nurturing learning environment designed to increase the academic achievement of all students by addressing their learning needs within a standards-based system of rigorous instruction." Thus, Wilson has merged its own vision with that of the State of California as expressed in the state standards. The entire school community has begun the process of creating opportunities that allow students to achieve at high levels.

Instructional practices are now focused on students' achievement on state testing, such as the CAT 6, Content Standards Tests, and the CAHSEE. The Central District and Local District F are providing leadership roles for modifying curriculum practices and instructional initiatives. Many committees meet regularly to guide the direction and vision of the school.

Although faculty and staff participation in the development of the school vision has increased, parent participation in and ownership of the vision has been minimal. Also, many students have not yet accepted the new higher expectations that have been introduced at Wilson.

***F-15b: To what extent is the school's purpose defined by expected schoolwide learning results and the academic standards and supported by the governing board and the central administration?***

The driving force behind the vision of Wilson High School is standards-based education. The vision has been promoted and supported by both the Central School District and Local District F. The training and resources supplied to Wilson by the central and local district administration have fully supported the standards-based vision developed by the state.

The school board and the district's central administration clearly expect Wilson High School to live up to the standards set forth by the California Department of Education. The superintendent of Local District F has been focused and disciplined in leading Wilson toward a standards-based curriculum program. He has personally addressed the faculty and staff and supported the implementation of many programs. Wilson has received funding to help raise its API scores and become a model standards-based school. Math and Literacy coaches have been hired and trained through Local District F. The administration takes part in ongoing professional training through the local district.

***F-15c: To what extent do the expected schoolwide learning results stress attainment of the academic standards?***

The expected schoolwide learning results are revised through a process that involved all stakeholders. The combination of State Content Standards, and ESLRs focus on higher-order learning skills, and performance activities. Students are aware of the Content Standards, ESLRs, and the higher expectations being placed upon them.

The ESLRs are compatible with the state's academic standards. The demands of the ESLRs have become a means by which to achieve student proficiency as measured by State Content Standards. A means of assessing student mastery of the ESLR's is being discussed.

***Areas of Strength:***

- Support from Local District
- The vision and ESLRs align to the state standards
- The vision focuses on creating opportunities for students to achieve at high levels

***Key Issues:***

- Limited parent participation
- Staff motivation of students to accept higher expectations.
- A connection of all resources and infrastructure

***Evidence:***

- Vision Statement
- Self study document
- Dialogue with focus group and key stakeholders
- Dialogue with District F personnel

**G. Visiting Committee Summary of Strengths and Critical Areas for Follow-up**

**General Comments:** Wilson High School stakeholders are commended for the warm hospitality shown to the Visiting Committee. The "Mighty Mules" are also commended for their thoroughness in the preparation of the ***Focus on Learning*** self-study document. The Leadership Team, the administrative staff and the focus chairs assisted the Visiting Committee in the collection and clarification of information needed to analyze the existing status of the school and to determine if the Action Plan truly matched the "next steps" to school improvement.

The classified staff is to be commended for their ongoing support of the instructional process. They fulfill many important roles including food services, campus security, secretarial, instructional aide, custodial and grounds support. The District F administration is to be commended for supporting the Joint Intervention Agreement through "banked days," staff development activities, and the appointment of the new administrative team. The faculty is to be commended for meeting the requirements of the JIA and for embracing the spirit and intent of ***Focus on Learning***.

The Visiting Committee found the parents and certificated and classified staff to be committed to improving Wilson High with the focus on students and their academic success.

The Visiting Committee found the students extremely congenial and appreciative of the efforts made to improve the quality of educational opportunities for them. The Visiting Committee was motivated by the students to prepare an analysis that would assist all stakeholders in their continuing improvement efforts.

***Schoolwide Areas of Strength:***

1. Improved school climate
2. Support of new administrative and Leadership Teams
3. Smaller learning communities
4. Comprehensive staff development
5. Teacher dedication to becoming a standards-based school

***Critical Areas for Follow-up:***

1. Use of student data to modify curriculum, instruction, and assessment
2. Failure rate of 9<sup>th</sup> grade students
3. Improvement of student performance on state tests
4. Increased rigor in academic content areas
5. Support of technological plan
6. Improvement of student attendance

## **CHAPTER V: ONGOING SCHOOL IMPROVEMENT**

***Action Plan Summary:***

Although the Wilson High School Action Plan was developed as a part of the ***Focus on Learning*** self-study, it owes much to the Joint Intervention Agreement outcomes and LAUSD

mandates. The Critical Academic Needs addressed by this action plan are the ones identified in the Joint Intervention Agreement. These Critical Academic Needs are:

- Curriculum and instruction must be linked to California State Standards with students given equal access to high quality instruction.
- The school must establish a clear, coherent set of expectations for all learners in all subject areas.
- Students must demonstrate proficiency on assessments of literacy and numeracy.

All stakeholders were represented in the development of the Action Plan through a process of prioritizing the areas that would become the focal points of the plan.

The Action Plan's four areas of focus are:

- Expand the presence of smaller learning communities on campus and increase the number of students enrolled in these communities.

*Rationale: Smaller learning communities help students to find a "home" on a large campus and increase the daily interactions between students and home teachers. Absenteeism and lack of motivation by students can be better addressed in these more "user friendly" settings, which promote positive communication among teachers, students and parents.*

- Continue to emphasize standards-based instruction as a means to increase student achievement.

*Staff has been working on the alignment of curriculum, course outlines, and daily lesson plans with the state content standards under the JIA. The district has supported this effort and requires that the process continue. The work is not complete until students comprehend the connection between the standards, the ESLRs and daily assignments. Professional development needs to continue in this area.*

- Create schoolwide attendance and tardy policies.

Students come to school to learn and the instructional time in the classroom is the setting for that learning. Student absenteeism and tardiness limit a student's ability to be an active participant in learning. As the campus has grown in acreage and in the number of students enrolled, the issues of absenteeism and tardiness have increased.

- Expand existing technology to support and strengthen students' basic skills, creativity, and problem-solving ability, to develop school-to-work/career skills, to streamline administrator/teacher tasks, and to provide a link with parents and the community at large.

Computers and other technology are an integral part of achieving the ESLRs and planning for future goals. Teachers need training that will help them promote the use of technology for instruction. Technology can increase the access of Wilson High and its programs to all stakeholders.

Under each major focus area, the Action Plan includes sections which list the Critical Need and ESLRs addressed, the rationale statement, the tasks to be completed, the person or persons responsible, the resources needed, the timeline, the assessment of progress and the methods of reporting attainment of the tasks.

**Existing factors that support school improvement:**

The stakeholders at Wilson High School have a mind-set that improvement of the instructional program must occur to raise student achievement. The stakeholders feel in control of their own destiny after school improvement was mandated by the California Department of Education and the school district. The stakeholders realize that they are at the crossroads of the school improvement process and must now make important changes within their school. A new principal and administrative team are employing shared decision-making techniques to provide “ownership” of the action plan tasks to all stakeholders.

**Impediments to school improvement:**

School improvement is not easy. Raising expectations of student achievement and student behavior, maximizing instructional time each period of the day, finding appropriate instructional techniques for a wide range of student need, and expanding collaboration across departments and across the entire school require long-term commitments on the part of all stakeholders. The majority of this responsibility falls to the professional teaching staff. Unless all of the stakeholders are committed as a team, and time and fiscal resources are found, the magnitude of increasing student achievement can be overwhelming. Lack of student focus on learning, poor student attendance, and low rates of parent participation can be impediments to this Action Plan. A process of change has begun, but now must be sustained.

**Soundness of the process to monitor accomplishment of the Action Plan:**

The follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan appears to be adequate. The responsibility of monitoring the impact of the proposed changes on daily classroom instruction across each department and across the school is not fully addressed.