

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Danielle Kenfield

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Glen A. Wilson High School

(As it should appear in the official records)

School Mailing Address 16455 Wedgeworth Drive

(If address is P.O. Box, also include street address.)

City Hacienda Heights State CA Zip Code+4 (9 digits total) 91745-3045

County Los Angeles County

Telephone (626) 934-4401

Fax (626) 855-3792

Web site/URL <https://wihs.hlpusd.org>

E-mail dkenfield@hlpusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Alfonso Jimenez E-mail ajimenez@hlpusd.k12.ca.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hacienda La Puente Unified School District Tel. (626) 933-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Christine Salazar

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 16 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 6 High schools
 - 1 K-12 schools
- 34 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	395
10	353
11	352
12 or higher	374
Total Students	1474

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 41.1 % Asian
 - 0.8 % Black or African American
 - 48.2 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 4.4 % White
 - 5.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	46
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	60
(3) Total of all transferred students [sum of rows (1) and (2)]	106
(4) Total number of students in the school as of October 1, 2021	1456
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Mandarin, Cantonese, Filipino

English Language Learners (ELL) in the school: 10 %
141 Total number ELL

7. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 930

8. Students receiving special education services with an IEP: 9 %
Total number of students served 137

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>21</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>30</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>64</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 15

10. Number of years the principal has been in the position at this school: 8

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	55
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	98%	96%	97%	97%
High school graduation rate	98%	96%	97%	96%	97%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	373
Enrolled in a 4-year college or university	45%
Enrolled in a community college	38%
Enrolled in career/technical training program	5%
Found employment	10%
Joined the military or other public service	2%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Glen A. Wilson High School, an innovative and diverse community of learners, prepares students to be college and career ready, empowering them to achieve their potential through engagement in rigorous and relevant learning experiences and the formation of vital relationships.

17. Provide a URL link to the school's nondiscrimination policy.

<https://wihs.hlp schools.org/wilsonathletics>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Glen A. Wilson High School is recognized in the San Gabriel Valley as a high performing high school. Consistently ranked by US News and World Report as a BEST public high school, Wilson is also a California Gold Ribbon School, California Distinguished School, and California Pivotal Practice School. Families residing outside the school boundaries seek admission to Wilson through open enrollment or intra/inter-district permit because of the school's reputation for academic excellence, leadership opportunities, and inclusivity/acceptance. Families also cite their interest in Wilson lies in the breadth and depth of academic, STEM, VAPA, and CTE programs that successfully prepare students for college, career, and beyond. The California Healthy Kids Survey and interviews with parents and students, conducted by the Western Association of Schools and Colleges during the school's accreditation review, routinely reveal that Wilson provides a safe environment conducive to learning and thriving. Parents partner with the school in support of student success through their welcomed involvement in School Site Council, Safety Committee, Booster Clubs, the Parent Foundation, and the English Learner Advisory Committee. All of these groups provide for multi-stakeholder input through representation by parents, students, staff members, and the community. Over 72% of Wilson students participate in co- and extra-curricular activities ranging from athletics and clubs to service and competitive organizations. Students routinely qualify for state, national, and international competition in Science Olympiad, CyberPatriot, Future Business Leaders of America, Health Occupations Students of America, Skills USA, and more. Student voice is activated through Student Senate. Elected students from each home room period meet monthly with the principal to identify issues that negatively impact school climate. This year's Senators chose to focus on school cleanliness, increased study resources, and improved communication, to name a few. Besides identifying concerns, Senators are given the authority, capacity, and responsibility to be solution-driven in resolving the issues, or educating the student body on improving the issues.

During the 2015-2017 school years, during annual needs assessments, the faculty agreed that to improve achievement students must be empowered to own their learning. The Leadership Team chose to partner with a consultant and, over the next two years began training on the strategic learning practices that empower student learning. This training inspired the Leadership Team to create our schoolwide instruction initiative: "Students are given the authority, capacity, and responsibility to own their learning for college and career readiness." The training process begins with an 8-10 teacher cohort that participates in the following cycle: (1) Strategic Learning Practices training; (2) Instructional visits to calibrate observations; (3) Co-planning lessons in teams of 4/5; (4) Instructional observations by partners. Through this cycle, participants are challenged to reflect on the decisions made before, during, and after the lesson that resulted in students demonstrating ownership of their learning. This reflective process helps not only the teacher, but the faculty as a whole, to calibrate what "owning learning" looks like, and what strategies are most effective in facilitating "empowering" behaviors in students.

The second initiative designed sought empowerment of the student voice. Student Senate was created during distance learning. A student from each period 4 class was elected by their peers to serve on the Senate, meeting weekly with the principal. The 54-member Student Senate decided where and how to collectively focus their efforts. During COVID, the Senate chose to tackle the struggles of distance learning, surveying the entire student body, collecting and analyzing the survey results, and presenting recommendations to the faculty to address the identified concerns. Next, the Senate chose to address the stigma of mental health, creating videos to educate and remediate. These student-created videos were shown to the student body weekly during homeroom. Student Senate continues today guided by solution-driven approaches that address student concerns. The work of the Student Senate during COVID earned Wilson High School the California Pivotal Practice Award.

Wilson High School is known throughout the San Gabriel Valley for providing quality STEM programs. Wilson provides 4-year programs in Biomedical Science, Computer Science, and Engineering, adopting "Project Lead the Way" to deliver a guaranteed curriculum grounded in industry standards. Over 25% of Wilson students are enrolled in one or more of these STEM pathways. While Wilson High School has worked tirelessly to develop college and career pathways, it has also been intentional and strategic in providing students with multiple opportunities to apply or extend learning beyond the classroom. For

instance, the Biomedical Science pathway is 4-year program that consists of four, year-long courses. Students participating in this pathway have the opportunity to join HOSA (Health Occupations Students of America) and compete in various health science events. Students are also provided opportunities to network with industry professionals through field trips, internships, and volunteer work, expanding their learning through application. The same is true for the Computer Science and Engineering pathways with impressive results. Wilson has won the Los Angeles Regional Championship in Science Olympiad, qualifying for State, three of the last four years. In the last 8 years, Wilson has won the Congressional APP Challenge twice, most recently designing an app to make the search for missing persons both efficient and effective. Wilson consistently fields highly successful teams in Robotics, CyberPatriot, and Coding.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Students in English learn critical skills in literacy, including reading, writing, language, and listening and speaking. Students develop and practice critical reading skills with a variety of texts as they learn evidence-based analysis of both fiction and non-fiction texts. They learn to write essays for a purpose (to argue, inform, synthesize or analyze) using structure and language that is appropriate to the task and audience while using situationally appropriate language and mechanics. The curriculum in formative honors levels incorporates the core skills while advancing the learning toward the AP course essentials including an expansion of rhetorical and literary analysis as well as advancing composition skills in style and voice. The AP Language course curriculum also incorporates the College Board framework with skills in reading and writing for rhetorical situations, claims and evidence, reasoning and organization and style. The framework for AP Literature is also applied to include the College Board “Big Ideas,” The IB Higher Level English Literature curriculum and Expository Reading and Writing Course (ERWC) curriculum (CSU) is also taught.

Instructors employ strategies targeted to the academic needs of the students based upon diagnostic assessments. Foundational instruction teaches methods of close, critical reading strategies that include annotating the text, cognitive reading approaches and charting a text. Cooperative communication and academic conversations include think pair share, round robins, and other forms of pairing based upon the classroom climate and assessed needs of students. Instruction may also include scaffolding. For instance, designated instruction for ELs may incorporate a specific conversation using framed sentences or a student’s IEP may call for use of Lexile-leveled texts. As students accelerate in practicing and processing the learning, students engage in structured collaborations that result in a product, such as a presentation. Seminars or philosophic sides use instructional methods that support inquiry and evidence-based dialogue to stimulate critical thinking and analysis, as does focused note taking. Writing frames may be used frequently in the formative phases. In addition, student writing of arguments and exposition is supported by instruction that includes use in the freshman course of the Jane Schaffer method. As students advance, writer’s workshops lead students to learning of style and structure, frequently making use of student models and calibration using rubrics.

The English PLC gives and reviews results of a yearly diagnostic to validate and shape pacing and sequencing of instruction as well as determine the approaches and texts that will best suit the grade level and classroom instruction. Formative classroom assessments and standardized tests, such as the AP Classroom progress checks and district assessments, monitor the growth of students from the baseline and inform teacher’s decisions in determining what they will create as summative unit assessments. Quarterly common assessments are used to measure the growth of an entire grade level and to articulate among grades. Guaranteed curriculum is determined based on outcomes of summative standardized state testing and AP/IB examinations.

1b. Mathematics curriculum content, instruction, and assessment:

Mathematics content is from the CA Common Core Standards for High School for Integrated Math 1, Integrated Math 2, Integrated Math 3, and Higher mathematics including Pre-Calculus, AP Pre-Calculus, AP Calculus, and AP Statistics. New to Wilson this year, is Integrated Math with Computing, a course designed by University of California, Davis to serve as a bridge between learning high school mathematics and computer coding. Curriculum is organized within PLCs for each course through weekly PLC meetings. Students throughout the math program develop proficiency in the seven mathematical practices and emphasis is placed on effective mathematical communication through verbal (student-to-student and student-to-teacher) and written means. Honors level classes also incorporate elements needed for success in the AP courses with a greater emphasis on problem solving in real world contexts, communicating reasoning, and collaborative discourse.

Instructors organize students into cooperative/collaborative learning groups, and/or into rows for direct instruction, where students can demonstrate and practice verbal and written mathematical communication with peers and teachers. Students participate in structured problem-solving activities with partners or groups to practice using good communication and problem-solving skills. Mathematical games are played where students utilize academic language using technology platforms such as Desmos, and individualized learning takes place using other platforms such as Khan Academy and Freckle. Teachers use guided note-taking, mathematical and real-world examples, and scaffolded assignments to allow students of all levels to access the content.

The Math department is comprised of course level PLCs which create and revise common standards-based assessments to measure student progress towards meeting or exceeding the state standards. Diagnostic assessments are administered at the beginning of the year to determine those skills and concepts for which the students are proficient and those that need more review. As the year progresses, our common assessments allow us to monitor student growth within the required skills and recognize standards that seem to need more development as we progress through the curriculum. The PLCs also modify the scope and sequence of the course as necessary using assessment data to make sure that requisite standards for student success in future coursework are met.

1c. Science curriculum content, instruction, and assessment:

Glen A. Wilson uses Savvas as the curriculum sequence through traditional modes of biology, chemistry, and physics. All courses meet the UC/CSU a-g requirement. Instruction begins with the observable world to provide students with the conceptual foundation to investigate and build an understanding of the invisible world. This approach aims to establish why concepts are essential to better engage students with the microscopic ideas fundamental to understanding them. Instructionally our approach allows students to deepen their understanding of driving questions, make connections, and see relationships between the classroom and the real world.

Besides the traditional courses of biology, chemistry, and physics, Wilson offers 4-year pathways in biomedical science and engineering. Advanced Placement and International Baccalaureate courses are available in biology, chemistry, and physics. The breadth and depth of science course offerings at Wilson allows students choice in fulfilling their life and physical science requirements for graduation, as well as UC/CSU a-g requirements.

All science courses provide hands-on learning experiences to develop conceptual understanding through application. The faculty annually approves quarterly block schedule (2-hour periods) each quarter at the request of the science department to provide ample time for extended labs and experiments, allowing students opportunities for hands-on, application of the learning to deepen their science knowledge, utilize skills, and create opportunities for rigorous and relevant culminating projects.

Course alike PLCs focus on the design, implementation, evaluation, and refinement of NGSS-aligned instruction through a phenomena-based “5E” (engage, explore, explain, elaborate, evaluate) model for all students. PLCs frequently review assessment results from the common assessments, district assessments, and state assessments to guide instruction, identify learning gaps, and develop intervention strategies.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Wilson offers courses in World History, U.S. History, Civics, Economics, Ethnic Studies and Psychology. These are taught at the College Prep and Advanced Placement levels. Standards-based teaching occurs through Socratic lecturing, document-based reading analysis, argumentative writing, close reading techniques, content-specific vocabulary development, peer-collaborations, self and peer evaluations, rubric-based scoring, multi-media presentation, student project formation and publication, student presentations, and use of technology for inquiry learning, research tasks, and project processing. These various learning strategies allow for the differentiation of instruction, which ensure that students can access learning through a variety of diverse learning modalities—which tend to revolve around critical thinking, critical reading,

critical writing, critical listening, and critical speaking.

The department is growing in its practice of employing our school-wide instructional initiative in which students are expected to take ownership for their learning via three key questions for lessons and units of study. Students are increasingly expected to articulate their response to these questions, which serve as a check for their own understanding: 1) What are we learning? 2) Why are we learning it? 3) How will we know we have learned it? Learning approaches utilized maximize the growth of both student content knowledge and student skill acquisition so that students are increasingly prepared not only for college and career, but the development of mind and heart that invites and pursues life-long learning for one's own good, and the good of their community.

Common assessments are used to maximize access to a guaranteed curriculum that builds common core literacy skills in critical reading and argumentative writing. These skills are used as vehicles through which specific content standards of the Social Science disciplines are identified, utilized, and evidenced by learners. Projects provide opportunities for students to apply critical thinking to discipline specific content and express their learning of such content in creative and expressive ways.

1e. For schools that serve grades 7-12:

All general education courses at Wilson High School are “college prep” and earn UC/CSU a-g credit. There are 34 honors, Advanced Placement, and International Baccalaureate courses at Wilson with open access to all students. Wilson partners with Project Lead the Way to offer 4-year STEM pathways in Biomedical Science, Computer Science, and Engineering. Next year, Wilson will add the International Baccalaureate (IB) Career Programme to allow those completing STEM pathways to also be certificated in IB. Career Technical Education pathways are offered in Business, Child Development, Culinary, Theater, and Visual Commercial Art. Co-curricular activities are aligned to the pathways and students are encouraged to participate as a means to apply their skills and knowledge in real world settings. For example, students in the Visual Commercial Arts pathway have the opportunity to be certified in Microsoft Office, Desktop Publishing, etc.; Culinary students compete in ProStart Culinary competitions where one of our students recently received the opportunity to partner with NORMS Restaurant on a new hotcake topping; etc. Through these opportunities, students are able to earn certification and/or network with industry professionals and college educators.

Wilson partners with Mount San Antonio College to provide two college courses per semester on the high school campus after school. This opportunity allows our high school students to earn dual credit. The district operates one of the largest Adult Education Programs in California. Seniors that are “on track” for graduation are allowed to leave the high school campus early each day to attend technical education classes at the adult school. The most popular courses are welding, cosmetology, barbering, and automotive technician.

Each year, counselors meet with each student, one-on-one, for 30 minutes to review the student's progress toward meeting one or more College and Career Readiness standards. Students and parents routinely participate in presentations by counselors and school administrators on California's College and Career Readiness standards. The students' 4-year high school plan (course trajectories) are reviewed annually during the students' one-on-one meeting with the counselor. The student achieving one or more of California's College and Career Readiness standards by graduation drives the refinement of the 4-year plan each year.

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Wilson has a robust visual and performing arts program. Beginning, intermediate, and advanced courses are offered in Dance, Drama, Fine Art, Instrumental Music, Visual Commercial Art, and Vocal Music. Like UC/CSU a-g requirements, high school graduation requirements call for students completing at least one elective in a visual or performing art and are open to students of all grades. All VAPA disciplines follow the “California Arts Standards for Public School, Pre-K through Grade 12.” Weekly PLCs feature the collaboration of the VAPA teachers in designing lessons and providing performance and/or production opportunities for student to demonstrate their acquisition of the essential skills. The VAPA department has identified the essential skills from the Arts Standards as (1) Design, create, and express using technical skills; (2) Analyze, critique, and reflect; (3) Produce and perform. The department is in the process of developing a rubric that guides the assessment of these essential skills across the VAPA disciplines. Its use is intended to establish expectations of students in their progress (at each level) toward college and career readiness by measuring the quality of each student’s production, skill application, and critical thinking.

2b. Physical education/health/nutrition

Students are required to take and pass two full years of physical education instruction. Instruction in health and nutrition is also a state graduation requirement and is embedded into physical education and biology instruction. Two full years of dance, or two years of participation in organized school athletics, also serve to fulfill the graduation requirement for physical education. Content standards for physical education are found in the document produced by the California Department of Education titled “Physical Education Model Content Standards for California Public Schools.” Individual and team sport activities, with specific instruction in vocabulary and foundation skills, focus on the acquisition of the following standards: (1) Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities including aquatics, rhythms/dance; (2) Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies in both PE courses; (3) Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity in both PE courses.

2c. Foreign language(s), if offered (if not offered, leave blank)

The Department of World Languages uses the American Council on the Teaching of Foreign Language National proficiency standards to base student proficiency levels of their second language. The teachers of the three languages of Mandarin, Korean, and Spanish use the California State Standards and framework, as well as Advanced Placement and International Baccalaureate criteria, to scope and sequence the curriculum and guide teaching and learning. Weekly PLC meetings focus on the essential speaking, reading, listening and writing skills at each level (beginning, intermediate, and advanced). The monitoring of student progress occurs regularly through the administration, and analysis, of common assessments. The common assessments are the vehicle that allow the department to ensure equity in access to the content standards across all languages, as well as the performance expectations across languages. While the common assessments are given in the target language, the same prompts are given and the same reading, writing, listening, and speaking skills are assessed specific to the students’ level, not language. The collective monitoring of skill development and language acquisition through assessment and calibrated grading ensures progress toward college and career readiness for all students regardless of language.

2d. Technology/library/media

Each student receives a district laptop upon entering high school. The necessary software, specific to courses that have specialized software, is loaded on to individual laptops of students enrolled in those courses. Although all students receive textbooks for their courses at the start of the year, the laptop allows them to access the online versions as well as the school’s student information system (Aeries) and the learning management system (Canvas). There are two computer labs on campus and core subject area teachers (ELA, math, science, social science, and modern world languages) have a charging cart in the classroom that house 40 school laptops. CTE funding is accessed to regularly update desktop computer labs used for the

Computer Science and Visual Commercial Art programs. School funding and CTE funding has been used to provide interactive, flat screen TVs in career technical education classrooms, special education classrooms, and classrooms that provide intervention. Technology TOSAs (teachers on special assignment) have provided enriching learning experiences to students. For instance, the Tech TOSAs coordinated interaction between IB Spanish students and archeologists in Peru during an excavation. Recently, augmented reality (AR) tools were brought to U.S. History students to experience Dr. Martin Luther King, Jr.'s "I've Got Dream Speech" and provide a tour of Anne Frank's attic.

2e. Any other interesting or innovative curriculum programs you would like to share

Responding to survey data by parents and students, Wilson, in 2015, began STEM pathways in computer science, biomedical science, and engineering using the Project Lead the Way (PLTW) curriculum to guide our implementation journey. PLTW provides an activity-, project-, and problem-based (APB) instructional design that centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied in everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. One class each in biomedical science, computer science, and engineering was offered in 2015. Today, with over 25% of students enrolled, Wilson's Academy of Sciences and Technology program is the largest curricular program on the campus. Two exciting developments occurred this past fall. (1) Wilson was named a national model PLTW high school and featured in a nationwide live stream of our programs. (2) Wilson facilitated the implementation of two PLTW courses (Medical Detectives and Robotics) at our two feeder middle schools. Not only does this allow STEM learning alignment between the middle and the high school, but it also promotes a smooth transition by 8th graders into the high school's 4-year STEM pathways, while providing opportunities for the middle and high school students to collaborate and innovate.

3. Academic Supports

3a. Students performing below grade level:

Annual articulation between 8th grade and 9th grade teachers allows the Wilson staff to identify students "at risk" of not graduating before they arrive to the high school campus. District assessments, state assessments, Lexile Level, GPA, 8th grade courses, and D/F rates are examined and Tier I interventions (best, first instruction) is refined by the 9th grade teachers over the summer to serve the identified needs of the incoming class. The integrated instruction of organization, time management, and note-taking is provided by all ninth grade teachers across the curriculum. The students identified as needing more intensive, targeted intervention are placed in the Freshmen Focus class where they are provided instruction specific to their abilities at that time of their transition to high school. The intervention software, Achieve 3000, is used to accelerate the students' Lexile Level toward grade level proficiency. Similarly, students whose grade level equivalency is below sixth grade regularly utilize the Freckle Math software to advance their skills toward grade level proficiency. SEL lessons are incorporated into weekly instruction using the School Connect curriculum with "push-in" support by school counselors, psychologists, and guest speakers. Once the school year begins, the progress of all students is monitored at weekly PLC meetings using common assessment data, district assessment data, state assessment data, GPA, and D/F data. Every 6-weeks, teachers and counselors compile a list of struggling students and work collaboratively with each other, the parent, and student scheduling a Student Focus Team meeting to clarify the needs of the student and provide the support necessary to facilitate academic and social emotional improvement. There are opportunities for students to "get back on track" when they suffer setbacks. Wilson annually offers a robust summer school program and a year-round on-line program (APEX) to recover credit.

3b. Students performing above grade level:

Similar to the students performing below grade level, students are identified at the middle school/high school articulation meeting for honors and Advanced Placement courses based on grades, state and district tests, and the recommendations of the 8th grade teacher. After the articulation meeting, the eighth-grade teacher returns to the middle school to encourage the identified students to challenge themselves as

recommended by both the middle and high school teachers. For current students, through the weekly PLC monitoring process, students are recommended within departments to advance to more challenging courses based on data indicating that the student is consistently performing above grade level. Students' academic progress is a key component of their annual 4-year Plan meeting with their counselor. As the transcript is reviewed and progress above grade level is identified, the counselor will remind the student of the College and Career Readiness standards. Knowing that passing two AP or IB exams and/or earning the State Seal of Biliteracy will deem the student College and Career Ready, the counselor will then guide the student through a reflective process on how they intend to meet this challenge. Given the student's above grade level performance and the need to fulfill College and Career Readiness standards, the discussion naturally leads into the student taking on the challenge of and AP/IB or career pathway courses. The high-achieving student often finds it challenging to "fit" all the courses of interest in a single school year. Wilson offers a robust summer school, and opportunities for dual college credit, for the student needing to take courses for advancement. Students that are excelling and appreciate a global perspective in their education are invited to join the International Baccalaureate Diploma Programme in their junior year. Next year, Wilson will be implementing the IB Career Programme for the first time. This program allows students to earn IB certification while completing the 4-year requirements for the STEM program.

3c. Students with disabilities:

Students with disabilities are served in a multitude of ways at Wilson High School. All special education students have access to general education courses for two or more periods per day, depending on their unique needs and their Individualized Education Plan. Students may be in the general education setting for the entire day, receiving services on a "pull out" basis from the case manager, the nurse, the psychologist, or the speech and language pathologist. Others may be receiving direct educational services in a special education setting. Wilson offers a special education setting for those identified for specialized academic instruction in ELA, mathematics, science, and/or social science. The special education teachers have been certified to teach the core in a special education setting, however they collaborate with the core department, general education teachers in weekly PLCs. In PLCs, the special education teachers collaborate with the writing and grading of common assessments. The system allows the core departments, including the special education teachers, to be cognizant of the learning gaps between students with special needs and the rest of the school. There is also collaboration between the special education and the general education teachers so that differentiated instructional approaches can be developed together. The on-line platforms used in the Freshmen Focus course (Achieve 3000 for ELA and Freckle for Math) are utilized in the special education classrooms to advance skills toward grade level proficiency. New to the school in 2023-24 will be a course designed specifically for students identified with the disabilities of Emotional Disturbance and Autism. Social-Emotional Learning lessons will be provided to special education students whose disabilities and limited coping skills derail their academic progress and success. Support will include weekly psychologist "push-in" for group counseling, as well as additional one-on-one counseling with the school psychologist. Guest speakers and college and career counselors will also "push-in" on a regular basis.

3d. English Language Learners:

Students are tested upon entry to the school district. Based on that assessment, students who are not designated as proficient have four options for English Language Development (ELD). (1) Those with little to no mastery of the English language are typically served in ELD Beginning, which consists of the student taking 2 periods per day of English Language Arts instruction. (2) The next level is ELD Emerging with students also taking 2 periods of English Language Arts instruction per day. (3) Students that place into, or advance to, ELD Expanding, are enrolled in one ELD class and one college preparatory English Language Arts class. (4) EL students that have the requisite skills are placed into a college preparatory English class.

EL students are monitored through the APPEL (Academic Performance Profile for English Learners) monitoring tool in their ELA/ELD class. This monitoring tool focuses particularly on mastery of writing standards as targeted for three distinct writing genres (narrative, informational/expository, and argumentative). This monitoring tool requires the teachers to report how each standard is differentiated to support EL mastery of writing standards and is utilized by all ELA teachers from ELD courses up to those teaching Advanced Placement courses.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Wilson, we believe that the more students are connected to the school, and at least one adult at school, the more likely they are to succeed. With over 21 sports and 50 clubs, students are encouraged to get involved. Based on a survey taken this winter, over 72% of Wilson students are involved in a school-sponsored activity. Beyond participation in extra- and co-curricular activities, Wilson seeks to empower students to own their learning. We believe that giving our students the authority, capacity, and responsibility to own their learning will lead to higher levels of engagement and motivation resulting in an increase in academic achievement.

Working with a consulting firm, we have learned that when we as educators articulate clearly to students (1) What you are learning, (2) Why that learning is important, and (3) How you will show that you learned, students are more willing and able to engage in the learning journey with teachers and each other. Since implementing instructional planning from this lens, and communicating in detail to students, we have seen students engage in learning at higher levels and achieve the learning demonstration. We see students organizing their own thinking this way, designing presentations in this manner, and demanding that they be told the “what-why-and-how” when it is not forthcoming. As a result, the school has intentionally sought to create opportunities for students to express their thinking and be agents of change. Student-initiated projects include a re-design of the school’s Media Center, a schoolwide recycling campaign, educating students on eating disorders, starting a chapter of NAMI (National Alliance on Mental Illness) with student-created infomercials, to name a few. We have also seen a 300% increase, compared to 2022-23, in the reporting by students of safety issues on campus using our anonymous reporting system “See Something, Text Something.” The 54-person Student Senate has chosen to focus its attention on issues they believe will improve school climate - school cleanliness, improved communication, increased study resources, improved lunches, and improved social conditions on campus. Creating an environment of family and belonging by the students has created a culture that supports the social, emotional, and academic well-being of students on the road to college and career readiness.

2. Engaging Families and Community:

Expanding communication with families is consistently a focus at Wilson High School. Opportunities to educate and empower families to partner with the school for student success include monthly Coffee with the Principal presentations and quarterly Grade Level Parent Nights with the counselors. These presentations allow the school the opportunity to bring guest speakers to our campus to address topics specific to supporting students in their high school and college/career preparedness journey. For instance, Collegewise, a college admissions service, annually presents to our families on “The State of College Admissions;” District psychologists present annually to families on recognizing signs of mental illness. Post-COVID, we plan to reinstate our partnership with PIQE: Parent Institute for Quality Education. School Site Council, School Safety Committee, and English Language Advisory Committee meet regularly and are multi-stakeholder organizations focused on school improvements that support student success. Translation for parents at these meetings and information sessions is provided in both Spanish and Mandarin. Weekly voice and email messages by the principal go home to parents, students, and staff in English, Spanish, and Mandarin, informing families of the opportunities to get involved and the ways in which the school and district are supporting students and families. We believe that these, and other, opportunities to build trust has led families to feel comfortable and confident reaching out to the school in times of crisis.

Partnerships with USC Telehealth, Foothill Family, and Tilly’s Life Center are some examples of the support by outside agencies available to students and families struggling with mental health challenges. Foothill Family has been instrumental in providing funds to create our “Wellness Room” where therapeutic activities and on-going group counseling occurs weekly. Mount San Antonio College provides regular support at the high school for families seeking assistance with financial aid applications and college applications, as well as provides after-school college courses leading to dual credit. College Access Plan,

another partnership, offers workshops and seminars for students and parents in navigating the post-secondary journey.

3. Creating Professional Culture:

Removing obstacles and building capacity are paramount in creating an environment where teachers feel valued and supported. Problems are solved, emails are returned, and opportunities provided within 48 hours of notification. If it can't happen in 48 hours, progress is communicated with the teacher daily until achieved. As a high performing school, teachers know that we must continually improve as educators in order to support the continual growth of the school and students. The Leadership Team meets bi-monthly and the agenda includes only those items related to curriculum, instruction, and assessment. Collectively, the team holds each other accountable for discussions and decisions that align to the school's vision and mission. The faculty meets weekly and is given the opportunity to provide input and/or feedback related to decision-making by the Leadership Team. Annually, when building the master schedule, teachers assignments trigger the need for training. Teachers are routinely sent to Advanced Placement (AP), International Baccalaureate (IB), AVID, and Project Lead the Way (PLTW) training based on the course requests of students and the curriculum changes identified by their corresponding organizations. The ideal goal is to send to training a team of teachers for the express purpose of collaborating to create and refine practices that are productive and lead to improvement. The school is in its fifth year of an eight-year professional development plan with Elevated Achievement Group (EAG). The consultants work with teachers in a training cycle that facilitates the identification of planning decisions that led to students demonstrating ownership. Over 50% of the teachers have been trained with the rest being trained by 2026. The training has led to the school creating a bi-annual cycle of lesson studies among trained teachers focused on the intentional decision-making resulting in student ownership. Teachers partner, observe each other teach, and then enter a debrief session of reflection, empowering them to articulate the decisions and choices made before, during, and after the lesson that led to student ownership. The process had led to a collegial analysis of how teachers can learn and grow from each other to collectively lift all students to own their learning for increased student success schoolwide.

4. School Leadership:

Wilson's leadership team includes the principal, three assistant principals, department chairs, program coordinators, lead counselor, activities' director, athletic director, and a teachers' union representative. The administration believes in, and models, servant leadership – removing obstacles to ensure teachers and counselors can provide direct services to students at all times. Department chairs and program coordinators employ this same leadership philosophy. They regularly communicate with administration in advocacy of their department's vision and goals through bi-monthly leadership meetings and quarterly one-on-one meetings with the principal. While these are scheduled meetings, the administration practices daily an "open door policy," where staff members are encouraged to "pop-in" unannounced to share concerns, needs, and celebrations.

The 20-person Leadership Team has remained virtually unchanged in the past eight years creating a stable, safe, risk-taking environment where shared decision-making is valued and expected. Every member accepts responsibility to share their views and expertise and actively participates in creating a safe space where differing perspectives are valued, respected, and appreciated. Every member is committed to making decisions that benefit all students and the entire school, not just those students they teach or those staff members in their department. Challenging the thinking of others and building upon the ideas of others through the lens of our vision, mission, and school-wide goals shapes our leadership decisions. The leadership team and the school's goals for student achievement drive the allocation of resources. The team participates in the building of the master schedule, teacher assignments, the building of the annual budget, professional development design and implementation, and decisions related to school operations. Because of the stability of the leadership team, the authority, capacity, and responsibility to lead has transferred from administration-directed to leadership-team directed. Members of the leadership team routinely engage in leading staff-wide professional development, creating/refining school wide intervention systems, and building the capacity of colleagues. Administrative roles consistently adapt in response to the reflective thinking and creative problem solving of the leadership team in their quest to improve student achievement.

5. Culturally Responsive Teaching and Learning:

Intersectional Ethnic Studies is an elective course implemented this year ahead of the 2030 deadline as a high school graduation mandate. The course centers the histories, cultures and struggles of marginalized communities in the United States of America. In addition, it seeks to analyze systems of oppression and the dynamics of identity and power impacting Black/African Americans, Chicanx, Latinx people, Asian Americans, Pacific Islander, Arab American, Indigenous people and other ethnic/racial groups as well as people of different gender identities including Lesbian, Gay, Bisexual, Queer, and Transgender. The course provides an intersectional perspective to history, which means that it takes into account the ways our multiple identities intersect with relationships of power in society. Ethnic Studies is a content and pedagogy that humanizes and empowers all people by 1) honoring histories and cultures of historically marginalized groups, by 2) employing multiple disciplines and perspectives to critically analyze systems of oppression, and by 3) promoting action in solidarity with others to transform students' lives and communities.

Culturally responsive teaching and learning occurs in classrooms and co-curricular activities regularly. Spanish, Mandarin, and Korean courses, as well as their respective clubs, annually educate the school community during Spanish Heritage Month, el Día de los Muertos, and Lunar New Year through their various school and district showcases. Korean drums, mariachi music, salsa performances, and Asian cuisine are examples of ways our students and staff educate, share, and celebrate culture. Classroom instruction, literature pieces, and music selections are chosen with intention throughout ELA, Social Science, VAPA, and Modern World Language courses, providing our students with an understanding and appreciate of the world, of cultures, and of perspectives around us. For example, in ELA courses, the study of the poem "Ballad of Birmingham" and MLK's "Letter from a Birmingham Jail" are taught to explore the American South during the Civil Rights Movement. The use of "artificial reality" in U.S. History to visit Anne Frank's attic to allow students to literally see and understand the thinking that led to the atrocities of World War II. In Spanish, students explore the stereotypes, and the historical rejection, of the Afro-Latinx community while conversing celebrating their contributions to the Latin culture. In vocal music, "Tshohshaloza," a South African gold miner song, was chosen for our students not only to sing, but to learn of apartheid and how music served as a solidarity anthem to those oppressed. These are just a few examples of how culturally responsive teaching and learning occurs at Wilson.

PART VI - STRATEGY FOR EXCELLENCE

Professional Learning Communities have had the greatest impact on Wilson's success. The initial goal of this weekly collaboration was to identify and deliver a guaranteed curriculum that was accessible to all students. To do this, departments collectively identified the essential content and skills students must transfer from one grade/course to the next. The SBAC exam blueprint and the Common Core Standards guided the identification of which standards and skills were considered "essential." The essential content and skills for each course were then "scoped and sequenced" in 9-week intervals, with common assessments collaboratively written and administered at the end of each 9-week period. The common assessments held teachers accountable for teaching the mutually agreed upon content and skills. They also provided the necessary data to analyze students' progress toward mastery, while specifically identifying students' strengths and needs. Guided by the data, the PLCs determined if modifications to the assessment or the scoping and sequencing of the curriculum was necessary. This analysis yielded rich discussion about effective (and ineffective) instructional strategies, as well as intervention approaches to close learning gaps. Intervention strategies included the identification of standards that must be re-taught with intention, or standards that could be scaffolded into new teaching and learning. These collective decisions were made among the teachers to ensure that all students experiencing learning gaps were provided the same support regardless of the teacher.

Through this data-driven cycle of assessments, discussions arose about vertical alignment – identifying the skills and knowledge students are expected to retain and employ in the next sequential course. This was backward mapped into the 8th grade. Fall articulation between middle and high school ELA, math, and science teachers centers around the knowledge and skills needed by 8th graders for successful transition to high school.

Wilson continues to refine our "system of assessments." There has been an emerging use of rubrics and calibrated grading by many PLCs. Those employing rubrics have chosen to use either the SBAC or the AP rubric. The Leadership Team seeks to expand the use of rubrics and calibrated grading schoolwide so all students are taught the same standards, held to the same performance expectations, and provided the same intervention support when learning and performance gaps arise.