SCHOOL PROFILE

Woodrow Wilson Senior High School
www.wilsonmules.org

DEMOGRAPHICS: 2,200 students. 80% qualify for free or reduced-price lunches. 22% are English learners. 94% are Hispanic. 3% are Asian. 2% are African-American. 0.4% are white. Special education students are 12% of the population.

ACADEMIC GROWTH: Wilson, home of the Mighty Mules, has truly embraced the innovation, parent focus, student intervention, and strong teacher collaboration that are part of the QEIA program. The school’s modest Academic Performance Index score of 612 reflects an increase of 28 API points over the past two years of QEIA enrichment, but doesn’t tell the full story of this urban high school.

QEIA AT WORK: Having eight counselors on campus – thanks to $2.7 million in estimated QEIA funding this school year alone – means each has a caseload of fewer than 300 students, compared to California’s average statewide ratio of 945 to 1, the highest in the country. The national average is 477 to 1, according to the California Department of Education. Class size maximums are mostly 27 or fewer students, in line with another QEIA priority. Wilson students all enjoy one of several “smaller learning communities” during high school, where they have access to a counselor and the same group of teachers over four years assigned to vital learning areas such as the health sciences, performing arts, visual arts, business and technology, environmental and urban studies, and a social justice academy that promotes giving back to the community. Professional development training for the 160 faculty members is sharper and more relevant, and teachers have much more time to collaborate with each other and with the many parents who use the school’s parent welcoming center as a resource.

PRAISE FOR QEIA: “The tutoring assistance and smaller class sizes that QEIA provides are tremendous resources. They give our students the chance to succeed that they deserve.” —Christina Quimiro TEACHER

“Wilson is a family. We listen, we inquire. We are developing as colleagues who seek to understand other viewpoints by building relationships and listening – a lot.” —Mylene Keipp INSTRUCTIONAL COACH

“It has definitely made a difference to have more counselors, thanks to QEIA. Our counselors actually have time to meet and counsel students about college, their homework, any problems they are having. They get to know students’ families. QEIA gives them more time to reach out.” —Ursula Rosin PRINCIPAL