

## School Accountability Report Card School Year 2000-2001

School Information		District Information	
<b>School Name</b>	Wasco Union High School	<b>District Name</b>	Wasco Union High District
<b>Principal</b>	Frank Russell	<b>Superintendent</b>	Anthony Monreal
<b>Street</b>	1900 7th St.	<b>Street</b>	1900 Seventh St.
<b>City, State, Zip</b>	Wasco, CA 93280-0250	<b>City, State, Zip</b>	Wasco, CA 93280-0250
<b>Phone Number</b>	(661) 758-7400	<b>Phone Number</b>	(661) 758-7414
<b>FAX Number</b>	(661) 758- 9201	<b>FAX Number</b>	(661) 758-4946
<b>Web Site</b>	http://www.wasco.k12.ca.us/	<b>Web Site</b>	http://www.wasco.k12.ca.us/
<b>Email Address</b>	frrussell@wasco.k12.ca.us	<b>Email Address</b>	
<b>Enrollment</b>	1180	<b>SARC Contact</b>	Frank Russell
<b>Grades Served</b>	9-12	<b>CDS Code</b>	15-63859-1536440

### School Description and Mission Statement

The Mission of Wasco High School is to insure that our students will graduate from school with the skill, attitudes, and values essential for successful participation in a democratic society.

### Opportunities for Parental Involvement

<b>Contact Person Name</b>	Frank Russell	<b>Contact Person Phone Number</b>	(661) 758-7400
Parents interested in serving on the School Site Council, the Migrant Advisory Council and other committees are encouraged to contact the school.			

## I. Demographic Informatio

### Student Enrollment

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	19	1.6	Hispanic or Latino	906	76.8
American Indian or Alaska Native	0	0.0	Pacific Islander	6	0.5
Asian-American	29	2.5	White (Not Hispanic)	210	17.8
Filipino-American	6	0.5	Other	4	0.3

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	June 2001	<b>Date Last Reviewed with Staff</b>	August 2001
For information, please contact Pat Rissi, Assistant Principal at (661) 758-7400			

### School Programs and Practices that Promote a Positive Learning Environment

Wasco Union High School has a progressive discipline program to deal with student behavior and discipline. Whenever possible, students are referred to counselors if they display disruptive behavior. If necessary, students are referred to the Assistant Principal for offenses of the school's Code of Conduct. Based on the offense, a student may receive detentions or In-School Retention. If a major offense occurs, a student will be placed on suspension or be expelled.

### Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	1999	2000	2001	1999	2000	2001
<b>Suspensions (number)</b>	58	66	45	---	---	---
<b>Suspensions (rate)</b>						
<b>Expulsions (number)</b>	1	2	2	---	---	---
<b>Expulsions (rate)</b>						

### School Facilities

The Wasco High School is located on a 40-acre site at the corners of Seventh Street and Palm in the city of Wasco. In addition, the school has a 110-acre agricultural education site three miles west of town. Approximately ten years ago, the main campus academic buildings were remodeled. In all, the school facilities provide 1,200 students with a crowded, but up-to-date learning environment.

The campus and its appearance are a source of pride within the community. Visitors generally comment on the well-kept grounds. The facilities include the academic buildings, administration, a cafeteria, a library, industrial arts, band/chorus, gymnasium and weight room, football/track stadium, playing fields and tennis courts. The focal point of the campus is the landmark auditorium, which was built in 1928 and placed on the National Register of Historic Places in September 1997. Fourteen new classrooms were opened this school year. These classrooms provide space for approximately 350 new students.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

### English Language Arts (ELA) (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
<b>9</b>	---	---	15	---	---	14	---	---	28

10	---	---	18	---	---	17	---	---	31
11	---	---	12	---	---	11	---	---	29

**ELA Subgroups** (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	14	14	0	16	8	27	0
10	11	23	4	18	8	33	0
11	8	17	0	13	6	23	0

**ELA Racial/Ethnic Groups** (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	---	---	---	---		---		
10								
11								

**Stanford 9**

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

**Reading**

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	15	21	21	15	21	20	34	35	35
10	17	16	18	17	15	17	33	34	34
11	19	22	21	17	19	20	35	36	37

**Mathematics**

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	21	39	36	20	38	34	48	51	51
10	18	30	36	17	28	34	44	46	45
11	24	28	32	22	25	30	45	47	46

**Stanford 9 Subgroups – Reading** (More than 10 Students Per Grade Level with Test Results)

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	22	20	7	22	13	37	
10	15	22	7	19	8	35	
11	16	27		21	13	35	

**Stanford 9 Subgroups – Mathematics** (More than 10 Students Per Grade Level with Test Results)

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	40	32	0	38	28	53	
10	34	37	20	37	30	45	
11	37	26		32	27	40	

**Stanford 9 Racial/Ethnic Groups – Reading** (More than 10 Students Per Grade Level with Test Results)

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	17	---	---	---	15	---	48	
10	17	---	---	---	11	---	47	
11	---	---	---	---	13	---	52	

**Stanford 9 Racial/Ethnic Groups – Mathematics** (More than 10 Students Per Grade Level with Test Results)

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	17	---	---	---	31	---	65	
10	17	---	---	---	30	---	58	
11	---	---	---	---	26	---	60	

**California Fitness Test**

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect confidentiality scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	10.2	5.4	15.4	10.2	5.4	15.4	23.0	20.6	25.4

**SAT I**

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

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	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
<b>Grade 12 Enrollment</b>	330	314	242	367	368	314	334,852	347,813	357,789
<b>Percentage of Grade 12 Enrollment Taking Test</b>	25.20	25.48	38.02	22.60	21.74	29.30	36.50	36.45	36.63
<b>Average Verbal Score</b>	406	440	420	406	440	420	492	492	492
<b>Average Math Score</b>	410	446	438	410	446	438	513	517	516

**Academic Performance Index (API)**

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal

**School Wide API**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
<b>Percentage Tested</b>	83	97	99	<b>Percentage Tested</b>	97	99	---
<b>Base API Score</b>	474	518	529	<b>Growth API Score</b>	501	524	---
<b>Growth Target</b>	16	14	14	<b>Actual Growth</b>	27	6	---
<b>Statewide Rank</b>	1	2	2	<b>Eligible for Awards</b>	Yes	No	---
<b>Similar Schools Rank</b>	6	8	4	<b>Eligible for II/USP</b>	No	Yes	---

**API Subgroups - Racial/Ethnic Groups**

	API Base Data				API Growth Data		
					From 1999	From 2000	From 2001

	1999	2000	2001		to 2000	to 2001	to 2002
<b>African-American</b>				<b>African-American</b>			
Base API Score			---	Growth API Score	---	---	---
Growth Target				Actual Growth			---
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Base API Score			---	Growth API Score	---	---	---
Growth Target				Actual Growth			---
<b>Asian-American</b>				<b>Asian-American</b>			
Base API Score			---	Growth API Score	---	---	---
Growth Target				Actual Growth			---
<b>Filipino-American</b>				<b>Filipino-American</b>			
Base API Score			---	Growth API Score	---	---	---
Growth Target				Actual Growth			---
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Base API Score	434	477	494	Growth API Score	456	487	---
Growth Target	13	11	11	Actual Growth	22	10	---
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Base API Score			---	Growth API Score	---	---	---
Growth Target				Actual Growth			---
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
Base API Score	627	680	689	Growth API Score	665	691	---
Growth Target	13	11	11	Actual Growth	38	11	---

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score	421	468	477	Growth API Score	440	477	---
Growth Target	13	11	11	Actual Growth	19	9	---

**IV. School Completion (Secondary Schools)**

**California High School Exit Exam (CAHSEE)**

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

Three hundred twenty 9<sup>th</sup> graders volunteered to take the CAHSEE in the spring of 2001 – of that number 155 passed the English language Arts test and 98 passed the Math.

**Dropout Rate and Graduation Rate**

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School	District	State

	1998	1999	2000	1998	1999	2000	1998	1999	2000
<b>Enrollment (9-12)</b>	1,342	1,324	1,252	1,464	1,433	1,365	1,610,501	1,659,030	1,703,492
<b>Number of Dropouts</b>	39	14	18	46	21	18	47,306	46,470	47,282
<b>Dropout Rate</b>	2.9	1.1	1.4	3.1	1.5	1.3	2.9	2.8	2.8

## V. Class Size

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Subject	1999				2000				2001			
	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+
<b>English</b>	25.9	12	33	6	23.0	28	16	7	29.2	14	19	14
<b>Mathematics</b>	28.1	6	28	4	23.3	20	19	1	26.0	16	17	9
<b>Science</b>	29.0	1	20	1	23.6	10	13	1	27.7	3	15	4
<b>Social Science</b>	29.8	3	18	8	26.5	5	21	3	32.4	0	13	14

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	1999	2000	2001
<b>Total Number of Teachers</b>	55	57	49
<b>Full Credential</b> (fully credentialed and teaching in subject area)	44	42	37
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)			
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	12	15	8
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	3	4	5

### Teacher Evaluations

The governing Board in agreement with the teachers' association adopted the teacher evaluation process of the Wasco Union High School District. Once every two years, each tenured faculty member is evaluated on a rotating basis by the Principal or Assistant Principal. The areas of evaluation include student progress, learning environment, student and classroom control and the implementation of district programs. Probationary teachers are evaluated annually by the Principal or Assistant Principal.

### Substitute Teachers

Each year the Board of Trustees of the Wasco Union High School approves substitute teachers. Substitutes are acquired from Wasco as well as the surrounding area. Of the substitute teachers available, some have regular high school teaching credentials while most have a temporary or emergency credential that will satisfy the requirements to substitute in a 9-12 high school. On days when a teacher is going to be gone only a period or two, the substitute position is filled from within our existing staff, by having a teacher teach during his/her preparation period or having an administrator take the class. When a regular staff teacher is used to cover a class, the cost is considerably higher than when a substitute is used. A substitute receives \$100.00 per day, while a teacher's rate ranges from \$30.00 to \$37.04 per hour. With nearly a 7% absence rate for full day

absences, there are not enough qualified substitute teachers in the community to serve the high school.

### Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	2.00
Librarian	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
2.00	590.00

## VII. Curriculum and Instruction

### School Instruction and Leadership

Wasco High School adopted the California State Standards in all of its CORE areas. These standards serve as the basis for instruction.

### Professional Development

All department chairpersons are notified of upcoming conferences and instruction and professional workshops in their teaching area. The past four years Wasco High School has received staff development funds from the State. The district schedules appropriate workshops focusing on topics requested by staff. The district has entered into an agreement with the teacher's group to bank minutes by shortening lunch. These minutes are used for weekly afternoon in-services the subjects of which have been determined by the staff and administration.

Wasco Union High School continues to approve conference and in-service requests for staff requesting them. Most in-service activities are in the areas of the individual teacher's area of instruction.

### Quality and Currency of Textbooks and Other Instructional Materials

The district budgets approximately \$155.00 per year for each student for textbooks and instructional supplies. Textbooks are reviewed and updated regularly. Most textbooks are generally used for six years or less. Each student is provided with his/her own textbook for classes, which use textbooks. Textbooks are compatible with the state curriculum framework and the finest quality available. All students are provided with textbooks and adequate instructional materials. The State Department of Education provided additional funds for the 2000-2001 school year. This included an additional \$35,000 for math and \$9,800 for science.

The district has a heavy investment in educational technology equipment including eight full computer labs, one in science, two in business, one in agriculture, one in industrial arts, one in English Language Development, a wireless lab open to all classes, and two in the library. Additionally, computers are provided in nineteen mini-labs with five stations each in the math department, English department, social studies department, special education department, and the science department. Students are exposed to educational technology in many different classes. Each student is required to take a course in computer literacy. Four years ago the district received \$400,000 in a Digital High School grant to support the acquisition of additional technology equipment and programs. Every classroom has at least one computer that may be used by the teacher and students.

All instructional materials in all departments must meet a set of criteria adopted by the Board of Trustees and approved by the teacher, department chairperson, and the Instructional Materials Review Committee. Materials are then submitted to the Board of Trustees for adoption. If there is a question, the material is referred back to a committee of the department chairperson and the principal for further study. The only exception to this policy is current events in newspapers, magazines and other media. This material may be used without review process. Parents are invited and encouraged to join in the review process for all instructional material and textbooks.

The district has an extensive budget of approximately \$73,000 to purchase additional textbooks during the school year to replace those lost or destroyed. These funds are also used to purchase all textbooks as the enrollment of the school grows. This budget has always been extended as the need arises to insure a textbook for all students in every class.

The business department is using all computers at this time and electric ten key calculators. Introduction to Computers is a class offered to students in order to acquaint them to computer use. Many students are now coming to the high school from the elementary districts with computer use skills.

The library has approximately 10,600 books, which is an average of 9.37 per student. Computers with reference information have been purchased for use in the library this past year. The library is open at 7:00 a.m., remains open during the lunch period and does not close until 4:30 p.m. The library also is open two evenings a week until 8:00 for student and community use. The library currently has nine sets of encyclopedias, two of which are in Spanish.

### Instructional Minutes (School Year 2000-2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
9	65,430	64,800
10	65,430	64,800
11	65,430	64,800
12	65,430	64,800

### Total Number of Minimum Days

There were a total of 17 minimum days for 2000-2001. Eleven were for teacher in-service and training and six were for finals testing.

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Wasco Union High School did not offer Advanced Placement classes in 2000-2001, however, students in some classes were encouraged to take the A.P. Tests when they were offered in May.

### Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
6836	4034	59.01

### Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
246	45	18.29

### College Admission Test Preparation Course Program

College admission test preparation is provided for all students through the KEP (Kern Educational Partnership) program, ELM (Entry Level Math), and EPT (English Proficiency Test) preparation workshops. These workshops are provided by CSU Bakersfield/Wasco H.S. on Saturdays and after school each month throughout the school year. The CPPP (College Placement Preparation Program) Grant allows our Math and English departments to offer workshops each month covering the SAT, ACT, and ELM, EPT. This also includes preparation for the PACT/PSAT examinations. Test preparation starts during the freshman year with the KEP students and any other students who wish to participate. The opportunity for help and improvement is very intense and comprehensive.

### Degree to Which Students are Prepared to Enter Workforce

Career testing and counseling starts with 8<sup>th</sup> grade enrollment. Career pathways are selected and the career center, along with the development of a four-year plan helps to direct the students. Also placing students in the ROC program and work experience helps to give the students a background that will lead to greater success in the work force. Also, the school, with the WIA (Workforce Investment Act) Program and jobs available in the community helps to strengthen this effort.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 1999-2000)

Average Salary uses the statewide data category used for comparison by type and size of district (from [Management Bulletin 01-02](#))

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,819	\$31,021
Mid-Range Teacher Salary	\$47,240	\$48,470
Highest Teacher Salary	\$58,560	\$61,687
Average Principal Salary	\$73,034	\$80,949
Superintendent Salary	\$92,200	\$99,450
Percentage of Budget for Teacher Salaries	33.9	39.0
Percentage of Budget for Administrative Salaries	5.3	5.6

### Expenditures (Fiscal Year 1999-2000)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$8,171,442	\$6,431	\$5,843	\$5,705

## Types of Services Funded

The Wasco Union High School has an annual budget in excess of eight million dollars. The district spends approximately \$5,900 per student from the General Fund. This compares with the statewide average of \$5,705 per student. Wasco is very proud of the effort it makes to provide a comprehensive educational program for its students.

Honors' classes were offered in English, math, science and social studies. The district maintains a school farm and implements an extensive agricultural program. In addition to these classes and the traditional course of studies, the following programs are provided:

### Special Education:

Three resource specialist teachers are employed to work with students identified as having special needs. These teachers meet with approximately twenty-five students a day and are each supported by an instructional aide. Instruction is individualized and designed to meet the special needs of each student, while assisting them to meet graduation requirements.

Two special day class teachers are provided for students with more severe learning handicaps. These classes are composed of approximately fifteen students and are supported by instructional aides.

A fulltime psychologist works with students identified with special needs and to counsel students with various problems. Additional days of service are contracted as needed. The psychologist serves as a resource person to staff and students.

### Migrant Education:

There are over 650 identified migrant students at Wasco Union High School. The district received approximately \$247,000 this year from the federal government to help implement this program. The school has a very active migrant advisory committee, which is composed of parents of migrant students and meets on a regular basis to provide support and direction for this program.

The purpose of the migrant program is to provide supplemental support to insure that migrant students are able to progress and succeed in school. This program provides services after school to help teach the students how to learn. Teachers, as well as college students, are employed to tutor migrant students after school.

### Chapter I:

The district received approximately \$205,000 each year from the federal government for compensatory education. The purpose of these funds is to enrich the educational opportunities for students who are educationally and economically deprived. Several teachers provide small basic skills classes for students experiencing difficulties in the classroom, and an instructional aide was hired to provide additional assistance to identified students, in their regular classes. There are many other small grants that provide supplemental funding in specific areas.

### Vocational Education:

Approximately 70 Wasco High students take vocational education courses through North Kern Vocational Training Center (NKVTC). The Wasco High staff works closely with NKVTC to provide vocational education experience for Wasco High students. Approximately \$325.00 per student is provided for vocational education. Students in vocational programs graduate with skills to enter the work force.

### Counseling:

Wasco High School employs two counselors. Counselors orient each entering freshman and develop a four-year program outlining a proposed course of studies for each student. Counselors meet with students and parents throughout the year to modify student programs and to help students resolve problems. A career technician who aids students in career planning and college placement provides additional support.