

School Accountability Report Card

Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Wasco High	District Name	Wasco Union High
Principal	Mark Greenfield	Superintendent	Elizabeth McCray
Street	1900 7th St.	Street	2100 7 th Street
City, State, Zip	Wasco, CA 93280-0250	City, State, Zip	Wasco, CA 93280-0250
Phone Number	(661) 758 7400	Phone Number	(661) 758 8447
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CDS Code	15-63859-1536440	SARC Contact	Mark Greenfield

School Description and Mission Statement

Built in 1915, Wasco High School, home of the Tigers, is the single comprehensive high school in the Wasco Union High School District which also includes one continuation high school. The ethnically diverse student population is supported by the faculty, staff and community as they work together to provide a rigorous academic program and a safe learning environment for its 1244 student population. 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 2001 three new buildings were added which include ten classrooms and four labs.

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

Opportunities for Parental Involvement

Contact Person Name	Mark Greenfield	Contact Person Phone Number	(661) 758 7400
<p>Parent involvement is essential for the success of the school community. Wasco High has strong parental support from Migrant Parents, Band Boosters, Athletic Boosters, and the FFA Advisory. In addition the Site Council, which is comprised of teachers, staff, students, administration, parents and community members, acts as an advisory group for the Principal in matters related to instruction and school maintenance and safety. Back to School Night is held in the fall and Open House is held in the spring to better inform parents and the community about their school and encourage their support and active involvement. There are grade level meetings offered to all parents in both English and Spanish, as well as, parent newsletters are sent out Bi-monthly. In addition, migrant information letters, counselor letters, testing information, and parent surveys are sent on a regular basis.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	369
Grade 1	0	Grade 10	358
Grade 2	0	Grade 11	307
Grade 3	0	Grade 12	314
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1348

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	46	3.4	Hispanic or Latino	1,122	83.2
American Indian or Alaska Native	1	0.1	Pacific Islander	1	0.1
Asian	10	0.7	White (Not Hispanic)	163	12.1
Filipino	1	0.1	Multiple or No Response	4	0.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	5/26/2004	Date Last Discussed with Staff	08/10/2004
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School safety is addressed on a continual basis. A School Crisis Response Team (SCRT), made up of administrators, teachers and classified staff, is activated when an emergency arises. Our campus is safe and the staff strives to keep Wasco High School a good place to be. A number of activities are conducted to insure school safety:

1. Fire and evacuation drills are conducted.
2. Coaches are First-Aid/CPR certified.
3. Classrooms are connected to the main office via intercom. Immediate contact is available if necessary.
4. Lab chemicals are kept in secured areas.
5. All cleaning materials are kept in locked storage areas.
6. Parking lot safety is stressed.
7. The custodial crew does an excellent job in keeping facilities safe for students.
8. Staff and administrators are present on campus to provide visible supervision.
9. Three campus supervisors are on duty and in constant communication with the Assistant Principal via a walkie-talkie.
10. There is constant communication with Sheriff's Department.

The "Crisis Response and Campus Safety Plan" is reviewed with the staff annually.

School Programs and Practices that Promote a Positive Learning Environment

There are a number of programs and practices that promote a positive learning environment at Wasco High School. The teaching staff is central to such an environment. They are committed to the academic as well as the physical well being of our students as evidenced by their support of the Assertive Discipline Plan and their commitment to a standards-based curriculum. Key to the school's effort to promote a positive learning environment is the guidance program which fosters open communication among all stakeholders through various events such as eighth grade visitation for incoming eighth graders and their parents, sophomore counseling to confirm students' academic and career paths, and grade level parent education meetings. In addition counselors frequently visit classrooms not only to complete scheduling procedures but also to talk to students about testing, college entrance, financial aid and career planning.

In the fall there is a "Back to School Night" and in the spring an "Open House". These events allow parents to visit classrooms as a means of promoting parent awareness of school programs and practices. As a means of keeping students better informed about the school's expectations for them, each student is given an Agenda that contains such information as attendance procedures, graduation requirements, and codes of conduct and discipline.

Other practices that help create a positive learning environment are (1) Extended Day classes used for after school assistance, (2) the Portable Assisted Study Sequence (PASS) provided for Migrant students, and (3) programs supported through different college partnerships. Wasco High School students have a variety of opportunities for personal support and friendship through a wide selection of clubs, organizations and groups that meet on campus.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS 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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	219	524	249			
Rate of Suspensions	.20	.42	.18			
Number of Expulsions	6	3	0			
Rate of Expulsions	.004	.002	.0			

School Facilities

Wasco High School is an open, clean campus with few internal fences on a campus of eight major buildings. The focal point and pride of the campus is the Wasco High School Auditorium which was built in 1928 and placed on the National Register of Historical Places in September of 1997. The campus is maintained with regular painting and remodeling projects completed every summer. The Science and Life Science buildings house 19 classrooms, 7 science labs, a cooking lab, a lecture hall and a computer lab. The Language Arts, Library and Industrial Arts buildings house 20 classrooms, three art labs, and two computer labs. Wasco maintains its ties to the farming community through a strong agriculture program, which includes a 110 acre farm leased to a local farmer and a ten-acre agriculture laboratory that provides areas for hands-on training in welding, ag mechanics, animal care and plant science. Other specialized classrooms and buildings include: Library / Media Center, Cafeteria, Gymnasium, Band and Choir rooms, Wrestling/Aerobic room, Career Center and Student Activities / ASB room.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California 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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the

California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	16	18	20	16	16	19	32	35	36
Mathematics	9	10	11	9	10	11	31	35	34
Science	5	25	9	5	25	9	30	27	25
History/Social Science	12	19	20	11	17	18	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	12				17		46
Mathematics	10				10		21
Science	4				8		20
History/Social Science	5				18		45

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	18	23	5	16	29	1	23	15
Mathematics	13	9	6	10	14	0	12	9
Science	11	7	1	7	14	0	10	8
History/Social Science	23	17	5	16	29	3	23	17

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	34	30	---	32	28	---	43	43
Mathematics	---	36	35	---	33	33	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	18				28		52
Mathematics	19				33		56

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	27	34	10	25	41	3	34	25
Mathematics	35	35	18	31	44	4	39	30

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, 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
5							24.8	26.7	22.9
7							29.1	31.3	27.0
9	22.0	12.2	30.9	22.0	12.2	30.9	26.3	25.3	27.2

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 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99	100		Percent Tested	100		98
API Base Score	529	525		API Growth Score	515		575
Growth Target	14	14		Actual Growth	-14		
Statewide Rank	2	2					
Similar Schools Rank	4	2					

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	494	495		API Growth Score	484		565
Growth Target	11	11		Actual Growth	-10		
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	689	694		API Growth Score	706		687
Growth Target	11	11		Actual Growth	17		

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	484	482		API Growth Score	461		551
Growth Target	11	11		Actual Growth	-23		

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	1998-1999	---
Year in Program Improvement	Year 3	---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	50.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AUP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measureable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
Subgroups						
	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	n/a	n/a
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	Yes	Yes	---	No	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	n/a	n/a
Socioeconomically Disadvantaged	---	No	Yes	---	No	Yes
English Learners	---	No	Yes	---	No	Yes
Students with Disabilities	---	n/a	n/a	---	n/a	n/a

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1180	1282	1244	1337	1371	1316	1735576	1772417	1830664
Number of Dropouts	3	6	1	23	16	1	47899	48210	58493
Dropout Rate (1-year)	0.3	0.5	0.1	1.7	1.2	0.1	2.8	2.7	3.2
Graduation Rate	91.3	94.2	97.9	88.5	87.5	97.9	86.7	87.0	86.6

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.7	27	20	6	25.7	24	17	13	24.7	13	41	
Mathematics	26.2	18	19	7	24.4	18	20	3	24.2	20	24	
Science	28.8	1	11	4	27.9	4	14	3	23.9	5	18	
Social Science	31.7	1	10	13	32.4	1	11	18	29.0		26	3

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	2.1	---
All Schools in District	---	1.9
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Teachers	56	56	61
Teachers with Full Credential	42	41	54
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2	5	6
Pre-Internship	6	4	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	6	8	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	4	2	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the

placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	<i>2002</i>	<i>2003</i>	<i>2004</i>
<i>Misassignments of Teachers of English Learners</i>	---	---	<i>0</i>
<i>Total Teacher Misassignments</i>	---	---	<i>1</i>

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	3.3	3.0
Master's Degree plus 30 or more semester hours	18.0	18.2
Master's Degree	4.9	4.5
Bachelor's Degree plus 30 or more semester hours	59.0	60.6
Bachelor's Degree	14.8	13.6
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

The evaluation process at Wasco High School calls for tenured teachers to be evaluated every two years and probationary teachers to be evaluated yearly. Teachers are evaluated through classroom observations, conferences and course of study review to ensure that classroom practices are standards based.

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. All substitute teachers are cleared through the Department of Justice and have passed the CBEST test.

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.

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	2.0
Librarian	1.0
Psychologist	1.0
Social Worker	
Nurse	

Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	674

VII. Curriculum and Instruction

School Instruction and Leadership

Wasco High School has made progress towards curriculum alignment with the California Content Standards since the II/USP external evaluation was applied for and received in 2001. An Action Plan was developed to facilitate alignment between core and core enrichment curriculum and the California Content Standards, to establish assessments that would provide multiple opportunities to assess student growth, and to implement instructional strategies that would expedite students' acquisition of the standards.

Students are held accountable to the academic thoroughness necessary to achieve mastery of the standards through Benchmark tests that are used to gauge students' mastery of the standards and also as a reflective tool for teachers who use the analyzed data to inform instruction. Benchmark tests are given in all core classes.

There is a school-wide focus on literacy. Accelerated Reader is one of the school-wide strategies that has been initiated to improve student's literacy skills, with the library purchasing approximately 4,000 books to support this reading program. Accelerated Reader has been a positive intervention to increase student reading scores. Additional sections of reading classes also have been added to the Master Schedule.

Advanced Placement classes were added to the curriculum in 2001-2002 with course offerings in English Literature, English Language, Spanish Language, Biology, Statistics, Calculus, and US History. In 2003 AP on-line courses were added. They included Biology, Macro Economics, Statistics, and Government. Teachers received professional development in their discipline by attending a week-long summer workshop sponsored by the College Boards. Approximately forty seven percent of 185 test given were passing scores on Advanced Placement examinations.

Wasco offers several programs that assist students with pursuing academic, personal and school-to-career goals. Migrant students who have fallen behind have a chance to gain extra credits at their own pace through Portable Assisted Study Sequence (PASS). In addition, the North Kern vocational Training Center (KNVTC) provides hands-on training in vocations throughout the city.

As students develop a four-year plan, their parents are given the opportunity and encouraged to assist them and the counselor in developing this plan. The school also hosts student and parent informational nights at every grade level and provides valuable information in English and Spanish about the CAHSEE, graduation requirements and the A-G requirements for entrance into

a university.

The Special Education Department has a staff of six teachers, three instructional aides, plus a Director of Psychological Services that serve the needs of the students identified as needing their services. Their combined effort is directed toward seeing that their students receive an education that promotes continuous growth toward mastery of the state standards.

The ELD program has three levels of instruction (1) beginning English, (2) intermediate ELD and (3) advanced ELD. Four teachers and one instructional aide are responsible for the continuous growth of these students toward full mastery of the English language.

The administrative staff consists of the principal, a vice principle, an activity / athletic director, and a director of psychological services. This team is responsible for the daily operation and management of the school.

Department chairs and other staff representatives meet regularly as members of the Principal's Advisory Committee to discuss curricular and staff related issues.

Professional Development

Currently, we have a Coordinator of Teacher Support Services who, in addition to providing Beginning Teacher Support and Assessment (BTSA) and Peer Assistance Review (PAR) services, has been charged with coordinating staff development and training. We feel that this service has been a big asset in our improvement program. Monthly in-services, peer assistance, conferences, workshops and training seminars have all provided the staff with regular opportunity for professional development. We feel that this program has served us well in improving the attention given to our professional development obligation.

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, and are generally used for six years or less. Each student is provided with his/her own textbook for classes, which require textbook use. These textbooks are compatible with the state curriculum framework and are of the finest quality available. The library currently has nine sets of encyclopedias, two of which are in Spanish. All students are provided with textbooks and adequate instructional materials. The district has a heavy investment in educational technology equipment including seven computer labs ranging from 15 to 42 computers: two in business classrooms, one in agriculture, one in the science building, one in the library building and two portable. 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. 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.

Availability of Sufficient Standards-Aligned Textbooks and Other

Instructional Materials

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Wasco High School provides each student with the appropriate standards – aligned textbook and other instructional materials to succeed in their courses. Each student has a text or instructional materials, or both to use in class and to take home to complete required homework assignments. Textbooks and instructional materials are provided to each student, including English learners, in mathematics, science, history-social science and English/language arts, including the English language development component of adopted programs, consistent with the cycles and content of the curriculum frameworks. Textbooks or instructional materials are provided to each student enrolled in a foreign language or health class and laboratory science equipment is provided for any science laboratory class.

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported 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
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	65,145	64,800
10	65,145	64,800
11	65,145	64,800
12	65,145	64,800

Total Number of Minimum Days

Fog Delays = 3 In-service = 8
Finals = 6 Other = 12 Total of 29 minimum days

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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English	2	3	64
Foreign Language	1	3	73
Mathematics	2	2	15
Science	1	1	3
Social Science	3	3	53

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
5160	3013	58.4

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
236	93	39

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. 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. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	295	247	314	331	275	354	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	34.6	39.7	24.8	30.8	35.6	22.0	37.3	36.7	35.2
Average Verbal Score	408	405	422	408	405	422	490	494	496
Average Math Score	427	444	446	427	444	446	516	518	519

College Admission Test Preparation Course Program

A voluntary SAT/ACT college prep class is offered after school for students 2-3 times per year. Each class is 20 hours in duration.

Degree to Which Students are Prepared to Enter Workforce

Students who complete a Regional Occupational Class (ROC) at North Kern Vocational Training are prepared to go directly into the workforce. All other students are prepared for entry level employment.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
601	207	45	21-74	41	41	100

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,119	\$36,423
Mid-Range Teacher Salary	\$53,625	\$56,732
Highest Teacher Salary	\$66,334	\$72,944
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$81,324	\$94,302
Superintendent Salary	\$105,515	\$119,774
Percent of Budget for Teacher Salaries	32.7	37.7
Percent of Budget for Administrative Salaries	6.0	6.2

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

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)
\$9,778,841	\$7,436	\$6,977	\$6,822

Types of Services Funded

Wasco High School receives special funding for the following programs: II/USP, Special Education, Title One, Carl Perkins, Advanced Placement, Migrant Education, Kern Educational Partnership, Library Materials Grant, and the California Lottery. These funding sources are used for student academic services, instructional materials, stipends for teachers, and staff development. They are received through grant applications and are allocated when funds are available.