

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Wasco High	District Name	Wasco Union High
Principal	Joseph Elwood	Superintendent	Elizabeth McCray
Street	1900 Seventh St.	Street	1900 Seventh St.
City, State, Zip	Wasco, CA 93280-0250	City, State, Zip	Wasco, CA 93280-0250
Phone Number	(661) 758-7400	Phone Number	(661) 758-8447
FAX Number	(661) 758-9201	FAX Number	(661) 758-4946
Web Site	www.wasco.k12.ca.us	Web Site	www.wasco.k12.ca.us
E-mail Address	jelwood@wasco.k12.ca.us	E-mail Address	emcra@wasco.k12.ca.us
CDS Code	15-63859-1536440	SARC Contact	Lori Albrecht

School Description and Mission Statement

Information about the school, its programs, and its goals.

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 1431 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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Joseph Elwood	Contact Person Phone Number	(661) 758-7400
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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. In addition, migrant information letters, counselor letters, testing information, and parent surveys are sent on a regular basis.

II. Demographic Information

Student Enrollment -- 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	428
Grade 1	0	Grade 10	374
Grade 2	0	Grade 11	309
Grade 3	0	Grade 12	320
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1431

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	51	3.6	Hispanic or Latino	1,204	84.1
American Indian or Alaska	0	0.0	Pacific Islander	1	0.1

Native					
Asian	6	0.4	White (Not Hispanic)	157	11.0
Filipino	1	0.1	Multiple or No Response	11	0.8

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	5/26/2004	Date Last Discussed with Staff	8/11/2005
<p>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:</p> <ol style="list-style-type: none"> 1. Fire and evacuation drills are conducted. 2. Coaches are First-Aid/CPR certified. Teachers are identified with First Aid Certification. 3. Classrooms are connected to the main office via intercom and phone. 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 and street safety is stressed in daily bulletin. 7. The custodial crew is assigned to keeping facilities safe for students. 8. Staff and administrators are present on campus to provide visible supervision. 9. Campus supervisors are on duty and in constant communication with the Administration, Tiger Base, and Security Base Personel via a walkie-talkie. 10. There is constant communication with Sheriff's Department. A School Resource Officer is assigned to campus. <p>The "Crisis Response and Campus Safety Plan" is reviewed with the staff annually</p>			

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>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 in coming 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 graduation requirements, testing, college entrance, financial aid and career planning.</p> <p>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</p>

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 resulted 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.

	School		
	2003	2004	2005
Number of Suspensions	524	249	202
Rate of Suspensions	.42	.18	.14
Number of Expulsions	3	0	0
Rate of Expulsions	.002	.0	0

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

A three stage building process is scheduled to begin in Spring 2006. A new classroom building should be available for use sometime in 2007.

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. A three stage building process is scheduled to begin in Spring of 2005. A new classroom building should be available for use in 2007. 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.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds			
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	18	20	21	16	19	19	35	36	40
Mathematics	10	11	8	10	11	7	35	34	38
Science	25	9	11	25	9	10	27	25	27
History-Social Science	19	20	17	17	18	15	28	29	32

CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	15		*	*	19	*	43
Mathematics	0		*	*	7	*	17
Science	3		*		9	*	27
History-Social Science	5		*	*	15		36

CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	19	23	3	18	0	17
Mathematics	11	5	2	6	0	6
Science	13	8	1	9	2	9
History-Social Science	22	13	2	15	10	14

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	34	30		32	28		43	43	41
Mathematics	36	35		33	33		50	51	52

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE 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							24.5	26.7	22.3
7							28.8	30.9	26.8
9	22.9	16.9	28.9	22.9	16.9	28.9	26.7	25.8	27.5

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100		98	Percent Tested		98	99
API Base Score	525		577	API Growth Score		575	600
Growth Target	14		11	Actual Growth			23
Statewide Rank	2		2				
Similar Schools Rank	2		6				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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	495		568	API Growth Score		565	587
Growth Target	11		9	Actual Growth			19
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	694		688	API Growth Score		687	712
Growth Target	11		9	Actual Growth			24

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data			API Growth Data				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	482		554	API Growth Score		551	597
Growth Target	11		9	Actual Growth			43

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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	No	No	Yes	No

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska	N/A	N/A	N/A	N/A	N/A	N/A

Native						
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	Yes	Yes	Yes	No	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	No	Yes	Yes	No	Yes	Yes
English Learners	No	Yes	No	No	Yes	No
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	1999-2000	
Year in Program Improvement (Implementation Level)	Year 4	
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	1,282	1,244	1,348	1,371	1,316	1,441	1,772,417	1,830,903	1,876,927
Number of Dropouts	6	1	10	16	1	17	47,871	58,189	61,253
Dropout Rate (1-year)	0.5	0.1	0.7	1.2	0.1	1.2	2.7	3.2	3.3
Graduation Rate	94.2	97.9	96.9	87.5	97.9	95.4	87.0	86.7	85.1

VII. Class Size

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	2003				2004				2005			
	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	25.7	24	17	13	24.7	13	41		24.4	20	41	1
Mathematics	24.4	18	20	3	24.2	20	24		26.1	9	30	3
Science	27.9	4	14	3	23.9	5	18		26.2	3	23	
Social Science	32.4	1	11	18	29.0		26	3	29.1	4	22	9

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	94.2
All Schools in District	87.8
High-Poverty Schools in District	87.8
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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	56	61	68
Teachers with Full Credential	41	54	65
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	5	6	2
Pre-Internship	4	1	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	8	0	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	2	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners			1
Total Teacher Misassignments			0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.9	2.7
Master's Degree plus 30 or more semester hours	22.1	23.0
Master's Degree	4.4	4.1
Bachelor's Degree plus 30 or more semester hours	61.8	60.8
Bachelor's Degree	8.8	9.5
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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions			4

Teacher Evaluations

Information about the procedures and criteria for 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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 equal one FTE.

Title	FTE
Counselor	4
Library Media Teacher (Librarian)	1.0
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	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 equal 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	477.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The 2005-2006 school year is a transitional year for the school leadership team at Wasco Union High School. Although many instructional programs have a long tradition of academic success, others are in a period of evaluation and possible restructuring. A school-wide restructuring plan is under development and will most likely modify the existing School Site Plan. This plan is a requirement of Year 4 Program Improvement schools and is an opportunity to make fundamental changes to the instructional programs at Wasco High School.

Since the II/USP external evaluation in 2001, all existing core and core enrichment courses were aligned to the California Content Standards. Likewise, new courses are also aligned to the Standards and there is a continued effort to keep instructional strategies, assessments, and professional development focused on the Standards as a way to improve student academic achievement. The II/USP Action Plan that helped align the curriculum to the Standards also help establish the process of Benchmark tests in all core classes. However, through transitions in school leadership, this process has deteriorated to some degree. Most teachers now refer to these assessments as their Mid-Term and Final Exam. The school wide focus purpose of Benchmark testing has been lost and is no longer consistent in all classes. Efforts are being made to re-evaluate testing and re-establish a common focus that was once in place.

There continues to be a school-wide focus on literacy. Accelerated Reader is used consistently by the English Department as a strategy to improve literacy skills. Some non-English teachers even require Accelerated Reader books to be read during Silent Sustained Reading; however, this is not done in all classes. The Accelerated Reader program continues to grow and has been a positive intervention that promotes student reading; the collection of Accelerated Reader titles has exceeded 4,000 and the complete collection is approximately 10,000 books.

Wasco High is currently evaluating the process of intervention and remediation as part of an effort to increase student achievement and promote a culture of high academic standards. As part of this process, plans are underway to retain some 9th grade students who are not meeting academic expectations for a second 9th grade year. This will require additional remediation courses similar to some remedial courses that have been recently established, such as Linguistics 1 & 2 for reading and Exit Exam classes designed for Juniors and Seniors that have not passed the California High School Exit Exam (CAHSEE).

The addition of online Advanced Placement (AP) courses through UCCP continues to expand and provides a useful supplement to existing AP courses when a minimum number of students can not be attained. Teachers continue to seek professional development on an as needed basis by attending subject specific workshops and conferences. Passing rates continue to grow as well; approximately 54% of 207 AP exams received passing scores in 2005.

The English Language Development (ELD) program continues to provide Beginning English, Intermediate ELD and Advanced ELD. The ELD Department includes four teachers and one instructional aide that provide instruction for students working toward complete mastery of the English language.

The Special Education (Sp.Ed) Department includes six teachers and three instructional aides that serve the needs of the students identified as needing Special Education. Additionally, a school psychologist acts as an administrative liaison and assists with legal requirements, testing, and documentation. Their combined effort is directed toward seeing that their students receive an education that promotes continuous growth toward mastery of the Content Standards.

The Regional Occupational Program (ROP) operates within a partnership with the North Kern Vocational Training Center (NKVTC) located across the street from the main campus. Through NKVTC, a variety of vocational courses are offered to students at Wasco, Delano, and McFarland High Schools. Vocational Education at Wasco High School continues to expand and is currently planning on adding Graphic Arts and Video Production to its list of courses offered.

Additional educational opportunities are continuously offered to students through a variety of environments. Migrant students that fall behind are given a chance to gain extra credits at their own pace through the Portable Assisted Study Sequence (PASS) program. After school tutoring in core subject areas is continuously available throughout the school year for all students and Exit Exam tutoring is available prior to each exam administration for students needing extra help.

Classroom instruction also depends on partnerships formed with industry and community. Recently, the College Board and Paramount Farms have formed partnerships with four local high schools in an effort to promote learning and increase student academic achievement. This partnership provides for a variety of curricular, instructional, assessment, and professional development resources for Wasco High. Additionally, parents are given the opportunity and encouraged to assist the counselors in developing a four-year plan for each student during their Freshman year. 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.

Regarding instructional leadership, the Wasco High School administrative team includes the principal, vice-principal, athletic/activity director, and director of psychological services. This team is responsible for the daily operation and management of the school. Secondly, school leadership extends to the Technology Director, Technology, Curriculum and Testing Coordinator, BTSA Coordinator, and Department Chairpersons. This team, as well as the administrative team, meets regularly as members of the Principal's Advisory Committee (PAC) to discuss curricular and staff related issues.

Professional Development

Information about the program for training the school's teachers and other professional staff.

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 Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Please see table below
Mathematics	(Quality, Currency, and Availability of
Science	Instructional Materials)
History-Social Science	

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) 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, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	
Mathematics	
Science	Please see table below
History-Social Science	(Quality, Currency, and Availability of
Foreign Language	Instructional Materials)
Health	
Science Laboratory Equipment (grades 9-12)	

Quality, Currency, and Availability of Instructional Materials

Courses	Title of Text	Publisher	Cprt	Appr Date	Copies	# Enrolled
Advanced Culinary Arts	Becoming a Foodservice Professional Year 2	National Restaurant Association of Educational Fo	2003	9/11/2003	27	11
Ag/Int Science 1/2	Conceptual Physical Science	Prentice Hall	2002	7/11/2002	831	483

	Explorations					
Ag/Int Science 2/Ag	Life's Structure and Function	Glencoe	2002	7/8/2004	308	232
Alg 1 A-D, Alg1, Alg 1 A-D, EL	Algebra 1: Concepts and Skills	McDouglal Littell	2001	4/10/2003	897	895
Algebra 2	Algebra 2	Prentice Hall	2004	4/10/2003	254	172
American Government/Ag	MaGruder's American Government	Prentice Hall	2003	1/1/2003	272	237
Analysis	Advanced Mathematical Concepts	Glencoe/McGraw-Hill	1997	1/1/2003	96	51
Basic Math	Mathematics: Concepts and Skills	McDougal Littell	2001	4/10/2003	34	27
Biology/Ag Biology	Biology: Dynamics of Life	Glencoe/McGraw-Hill	2002	7/11/2002	377	192
Calculus AP	Calculus of a Single Variable	Houghton Mifflin	1998	5/10/2001	79	19
Chemistry/Ag Chemistry	Chemistry Addison-Wesley	Prentice Hall	2002	4/10/2003	214	100
Culinary Arts	Becoming a Foodservice Professional Year 1	National Resaurant Association of Educational Fou	2003	9/11/2003	110	85
Drama P	Theatre in Action	Glencoe	2005	6/1/2005	35	21
Economics	Economics: Principles and Practices	Glencoe	2005	6/1/2005	206	204
English 9/9A Adv ELD	Literature and Language Arts, 3rd Course	Holt	2003	4/10/2003	643	466
English 10/10A	Literature and Language Arts, 4th Course	Holt	2003	4/10/2003	409	272
English 11/11 AP	Literature and Language Arts, 5th Course	Holt	2003	5/8/2003	337	230
English 12/12AP/Expos Read/Writ	Literature and Language Arts, 6th Course	Holt	2003	5/8/2003	334	208
Exit Exam Math	California Mathematics Review	American Book Company	2003	6/1/2005	120	56
Freshman Requirements 1	Responsible Driving	Glencoe/McGraw-Hill	2000	5/1/2004	89	88
Freshman Requirements 1	Perspectives on Health	Heath/McDougal Littell	1996	1/1/2003	213	100

Geometry	Geometry Concepts and Skills	McDougal Littell, Inc	2003	4/1/2004	286	177
Hort 1	Introductory Horticulture	Delmar Publishers	1997	1/1/2003	54	24
Intrm ELD	Visions C: Language, Literature, and Content	Thomson Heinle	2004	7/10/2003	98	58
Journalism	Journalism Today!	National Textbook Company	1993	1/1/2003	21	10
Lang/Read A ELL	Visions A: Language, Literature, and Content	Thomson Heinle	2004	7/10/2003	234	33
Lang/Read B ELL	Visions B: Language, Literature and Content	Thomson Heinle	2004	7/10/2003	234	33
Music Appreciation	Music! Its Role and Importance	McGraw-Hill	1994	1/1/2003	34	16
Physics	Physics: Principles and Problems	Glencoe	1999	1/1/2003	100	28
Spanish 1	Juntos Uno	Prentice Hall	1997	8/10/2000	239	145
Spanish 2	Juntos Dos	Prentice Hall	1997	8/10/2000	232	81
Spanish 3	Juntos Tres	Prentice Hall	2000	8/10/2000	78	17
Spanish for Spanish Speakers 1	Tu Mundo	McDougal Littell	1997	6/6/2000	156	99
Spanish for Spanish Speakers 2	Nuestro Mundo	McDougal Littell	1997	6/6/2000	120	95
Spanish Lang AP	Triangulo Aplicaciones Practicas	Wayside Publishing	2000	1/1/2003	80	25
Spanish Lit AP	Abriendo Puertas: Tomo 1/II	McDougal Littell	2003	7/10/2003	27	18
Statistics	Practice of Statistics	W.H. Freeman and Co.	1999	5/10/2001	60	29
US History AP	American Pageant	Houghton Mifflin	1998	7/13/2000	77	39
US History P/ELL	Americans: Reconstruction to the 21st Century	McDougal Littell	2006	6/1/2005	392	243
World History/ELL	Modern World History: Patterns of Interaction	McDougal Littell	2006	6/1/2005	449	347

Instructional Minutes

Data reported compare 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		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Fog Delays = 1	In-service = 8	School Cancellations = 1
Finals = 6	Other = 8	

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various 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 Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			

Computer Science			
English	2	3	60
Foreign Language	2	3	75
Mathematics	1	1	21
Science	1	1	3
Social Science	1	2	47

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
5767	3213	55.7

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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
246	30	12.2

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	247	314	320	275	354	349	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	39.7	24.8	23.4	35.6	22.0	21.5	36.7	35.3	35.9
Average Verbal Score	405	422	442	405	422	442	494	496	499
Average Math Score	444	446	473	444	446	473	518	519	521

College Admission Test Preparation Course Program

Information about the school's 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.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

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.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 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%

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,841	\$37,320
Mid-Range Teacher Salary	\$54,698	\$56,211
Highest Teacher Salary	\$67,573	\$73,048
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$82,919	\$96,180
Superintendent Salary	\$101,528	\$121,653
Percent of Budget for Teacher Salaries	32.9	37.9

Percent of Budget for Administrative Salaries	6.0	6.0
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District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$10,704,021	\$8,080	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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.