



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Wasco High School

Lowest Suspension Rate -.1%

Based upon 3-year average from 2017-2020 CA School Dashboard

Wasco Union High School District

Kern County

Principal: Ms. Sunni Dobbs

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School Profile

Wasco High School was established in 1915 and the rich historical architecture has been preserved through the modernization projects. The school is located in the city of Wasco, which is situated in the fertile agriculture section of the southern San Joaquin Valley thirty miles northwest of Bakersfield. Advanced placement as well as safety-net classes, serve the 1,720 9th-12th grade students that live within Wasco's farming community.

School Demographics

The ethnicity of the student population of Wasco High School is as follows: 94% Hispanic/Latino, 2% Black, and 4% White. The additional student groups from this population include: 6% Students with Disabilities, 15% English Learners, and 87% Socioeconomically Disadvantaged students.

Self-Identified Contributing Factors

- The Alternative to Suspension (ATS) program has improved overall suspension rates and the culture of the school.
 - Allows students to continue their education when they are struggling with behaviors that could impede the educational process.
 - The first line of intervention in ATS is to examine the student's past and try and understand why the student is struggling and the cause of the struggle.
 - A plan is created with the student to help them set short and long term personal and educational goals.
 - The next step is to educate the students about the consequences of their action with a critical thinking curriculum which enables the students to investigate their behaviors and how to avoid repeating the behavior.
 - The third and most critical step is the restorative process where students and teachers are able to examine the incident and determine what actions, if any, are required to repair harm. This step is critical in resolving issues and preventing future altercations and repeat infractions.
 - The ATS teacher is in the classroom with incoming freshmen developing rapport and building community.
 - ATS is highly individualized to meet the needs of students and staff.
 - Students are only suspended if their parents insist on it.
 - When a student walks into the ATS classroom the question is not “What did you do?” but “What happened and how can it be fixed?”. The same questions are given to staff and parents.
 - The three “E’s” of ATS includes: Empathy, Expectations, and Education
 - Empathy:
 - Listen to the student’s stories.
 - Respect thoughts and feelings.
 - Understand that for many at- risk students life is much more challenging than it is for the average student.
 - Ensure equity and understand that each student has unique needs.
 - Expectations:
 - Students take responsibility for their actions.
 - Students commit to changing their behaviors.
 - Students set academic and personal goals with help from the teacher.
- Education:
 - Staff teach students how to act.
 - Staff teaches them about the consequences of their actions.
 - Staff teach them how substances affect their bodies.
- The ATS staff give support to their students to help them be successful with their goals.