

Bishop Union High School

301 North Fowler St. • Bishop, CA 93514 • (760) 873-4275 • Grades 9-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Bishop Unified School District

301 N. Fowler Street
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District Governing Board

Steve Elia
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Trina Orrill
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Joshua Nicholson

District Administration

Barry Simpson
Superintendent

Dr. Gretchen Skrotzki
**Principal - Elm, Pine and
Community Day School 2**

Garrett Carr
**Asst. Principal - Elm, Pine and
Community Day School 2**

Pat Twomey
**Principal - Home Street and
Community Day School**

Derek Moisant
**Asst. Principal - Home Street and
Community Day School**

Randy Cook
**Principal - Bishop High and
Community Day School 3**

Dave Kalk
**Asst. Principal - Bishop High and
Community Day School 3**

Katie Kolker
**Principal - Palisade Glacier High,
Bishop Independent Study and
Keith Bright High School**

Mission Statement

Bishop Union High School exists to provide students with a diverse, comprehensive, secondary education, and to provide a social and cultural focus within the community. Students, staff, parents, and the community at large use creative energy, enthusiasm, cooperation, and teamwork to guide and propel the school in the pursuit of excellence. The members of this "school community" work together to create a rich educational environment that helps all participants in their quest to achieve and exemplify the ideals and qualities set forth here to value, create, and celebrate quality work to cooperate and collaborate effectively with others to be responsible citizens and community contributors to be healthy individuals.

School Profile

Bishop Union High School is located in the eastern region of Bishop and serves students in grades nine through twelve following a traditional calendar. Current enrollment is approximately 548 students including 10% in special education, 8% qualifying for English Language Learner support, and 42% qualifying for free or reduced price lunch.

Message from the Principal

I invite you to explore Bishop Union High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Bishop Union High School's mission is focused on providing all students with the opportunity to achieve academic success and graduate well prepared for both college and career opportunities. We believe all students can perform in an environment that has high expectations. Bishop Union High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Randy Cook, Principal
Bishop Union High School

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	167
Grade 10	127
Grade 11	150
Grade 12	122
Total Enrollment	566

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	12.5
Asian	1.6
Filipino	0.4
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.0
White	42.2
Socioeconomically Disadvantaged	48.6
English Learners	3.0
Students with Disabilities	9.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Bishop Union High School	16-17	17-18	18-19
With Full Credential	31	25	28
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Bishop Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Bishop Union High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Bishop Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Bishop Unified School District held a Public Hearing on September 20, 2018 and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are provided their own individual standards aligned textbooks in core subjects for use in the classroom and to take home.

All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Bishop Unified School District follows the State Board of Education's seven-year adoption cycle for core content materials.

The textbook adoption process begins with the formation of an Adoption Committee consisting of administrators and teachers. The committee identifies key elements to consider in the adoption decision-making process and establishes selection criteria based on State and District standards. The committee reviews instructional materials on the State list and invites publishers to provide an overview of their respective materials. The committee examines each program and selects programs to be piloted. Recommended programs are available for 30 days prior to adoption at the school library and District Office for teachers and parents to review. The feedback provided by teachers and parents becomes the basis for the recommendations to the Board of Trustees for final adoption.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt California Collections 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Integrated High School Mathematics 2014 Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	General Earth Science - Prentice Hall 2009 Chemistry - Prentice Hall 2005 Modern Biology - Holt, Rinehart and Winston 2007 Living in the Environment - Miller & Spielman 2011 Biology - Concepts and Connections - Pearson 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History, Culture & Geography: The Modern World - McGraw Hill 2018 United States History & Geography: Continuity & Change - McGraw Hill 2018 Principles of Economics & Principles of American Democracy - McGraw Hill 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Bishop Union High School's original facilities were built in 1922 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

CLEANING PROCESS AND SCHEDULE

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. A renovation of the library at Bishop Union High School was completed during the 2016-2017 school year at an estimated cost of \$800,000.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	58.0	46.0	39.0	38.0	48.0	50.0
Math	38.0	37.0	36.0	35.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.7	25.8	35.6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	134	96.40	46.27
Male	75	72	96.00	33.33
Female	64	62	96.88	61.29
American Indian or Alaska Native	16	15	93.75	33.33
Asian	--	--	--	--
Hispanic or Latino	52	51	98.08	29.41
White	55	53	96.36	64.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	63	96.92	31.75
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00	7.69
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	139	133	95.68	36.84
Male	75	71	94.67	29.58
Female	64	62	96.88	45.16
American Indian or Alaska Native	16	14	87.5	21.43
Asian	--	--	--	--
Hispanic or Latino	52	51	98.08	23.53
White	55	53	96.36	50.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	62	95.38	19.35
English Learners	--	--	--	--
Students with Disabilities	13	12	92.31	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through daily bulletins, the school website, Broadcast on local radio and television stations, Alert Now (automated telephone message system), and posted grades on-line. Contact school office at (760) 873-4275 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone

Chaperone Field Trips

Dances

Athletics

Committees

English Learner Advisory Council

District English Learner Advisory Council

Parent Teacher Association

School Site Council

Booster Clubs

Title I Advisory Council

School Activities

Athletic Events

Back to School Night

Open House

Student Performances

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Bishop Union High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. Teachers and noon aides monitor school grounds, including the cafeteria and playground, before, during, and after school to ensure a safe and orderly environment. The school is a closed campus; all visitors must sign in at the school office and wear visitor's badges while on campus, and must check out before leaving the school.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The District collaborated with the Bishop Police Department to update the plans at all the schools. This process created a comprehensive crisis management plan for all schools in the community. The plan was completed and reviewed with school staff in August 2012. A copy of the plan is available to the public at the school and District offices.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.5	0.0
Expulsions Rate	0.7	1.4	1.0
District	2015-16	2016-17	2017-18
Suspensions Rate	8.7	7.7	3.4
Expulsions Rate	0.5	0.6	0.4
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.87
Psychologist	.10
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	300

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	19.0	18.0	18.0	20	21	18	9	10	14	2		
Mathematics	16.0	11.0	22.0	9	7	14	3	1	10	1		2
Science	20.0	19.0	23.0	10	15	6	13	8	12			
Social Science	24.0	22.0	28.0	8	7	2	10	13	11	1		1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All training and curriculum development at Bishop Union High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. Professional development within the District addresses the individual needs of teachers as well as broader school concerns. Five mandatory staff development days are available annually. The District analyzes test scores and conducts a teacher survey to determine areas in the curriculum that need to be modified. The staff development committee coordinates their offerings based on the District Leadership Team/District Assistance and Intervention Team goals set out annually for staff development related to those goals.

The District participates in the State-sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

The District's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. This District provides support services to all teachers in the District.

Bishop Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,806	\$45,681
Mid-Range Teacher Salary	\$69,262	\$70,601
Highest Teacher Salary	\$92,206	\$89,337
Average Principal Salary (ES)	\$113,300	\$110,053
Average Principal Salary (MS)	\$114,810	\$115,224
Average Principal Salary (HS)	\$121,440	\$124,876
Superintendent Salary	\$177,044	\$182,466
Percent of District Budget		
Teacher Salaries	36.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6975	\$867	\$6108	\$72,382
District	♦	♦	\$6,135	\$72,000
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			-0.4	-0.2
Percent Difference: School Site/ State			-7.3	3.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to general fund state funding, Bishop Unified School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- Title VII
- Title I
- Title II
- Title III
- Special Education
- IDEA
- MediCal Reimbursement
- EPA
- Lottery

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Bishop Union High School	2014-15	2015-16	2016-17
Dropout Rate	3.9	3.6	1.5
Graduation Rate	96.1	90.6	93.9
Bishop Unified School District	2014-15	2015-16	2016-17
Dropout Rate	13.4	7.2	3.9
Graduation Rate	84.0	83.3	87.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	N/D
% of pupils completing a CTE program and earning a high school diploma	N/D
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/D

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	56.1

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	1	♦
All courses	7	16.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	89.1	95.8	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	80.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	87.0	86.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	91.8	98.6	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	96.6	96.0	88.6
English Learners	33.3	44.4	56.7
Students with Disabilities	36.4	46.7	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Students in grades nine through twelve receive structured career planning guidance from their teachers regarding college entrance requirements, career exploration, fields of study, financial aide, work experience, and vocational planning. Students are exposed to a broad range of career opportunities and assisted with the selection of a career path based on individual interests, goals, strengths, and abilities. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Each of Bishop Union High School's vocational programs are designed to teach skills for employment, skills for further education, proper use of equipment, and the fundamental of business and technology operations. Students will have the opportunity to explore individual talents and interests while preparing for and acquiring skills for future success in both educational and work environments. Individual student assessment of work readiness skills takes place through end-of-course exams, course grades, course-required projects, and classroom observation. Once a year, Bishop Union High School sponsors a career fair, inviting local business owners and community members to share their professional experiences and information about their trades. Throughout the year, military and college representatives visit the campus to provide presentations and workshops on the details of their unique programs. Bishop Union High School's Regional Occupational Programs (ROP) help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. The state requires schools to report the total number of students participating in vocational programs funded through the Carl Perkins grant. Since Bishop Union High School does not receive grant funds, required data is not provided.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.