

Bishop Union High School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Bishop Unified School District

301 N. Fowler Street
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District Governing Board

Eric Richman

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Trina Orrill

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District Administration

Barry Simpson
Superintendent

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**Principal - Elm, Pine and Community
Day School 2**

Gretchen Skrotzki
**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. At the beginning of the 2015-2016 school year, 598 students were enrolled, including 7% in special education, 6% qualifying for English Language Learner support, and 44% 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (760) 873-4275 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	146
Grade 10	165
Grade 11	143
Grade 12	158
Total Enrollment	612

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	9
Asian	1.8
Filipino	0.2
Hispanic or Latino	33.8
White	46.9
Two or More Races	6
Socioeconomically Disadvantaged	41.8
English Learners	4.4
Students with Disabilities	5.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
With Full Credential	30	32	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	1
Bishop Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	96
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Bishop Union High School	13-14	14-15	15-16
Teachers of English Learners	1	1	6
Total Teacher Misassignments	1	1	8
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.2	4.9
Districtwide		
All Schools	97.3	2.7
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	94.4	5.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All textbooks used in the core curriculum at Bishop Union High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Thursday, September 15, 2015 the Bishop Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 9/15/15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4)

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2010 Holt - McDougal Holt Literature & Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2008 Holt McDougal, Algebra and Trigonometry: Structure and Method, Book 2 2005 Holt McDougal, Algebra: Structure and Method, Book 1 2004 McDougal Littell, Geometry Pearson Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007 AGS, Biology - Cycles of Life 2005 AGS, Physical Science 2007 Holt, Rinehart and Winston, Modern Biology 2004 Holt, Rinehart and Winston, Science & Technology Earth, Life, Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2006 Glencoe/McGraw-Hill, Economics: Today and Tomorrow 2006 Globe Pearson, Economics 2005 McDougal Littell, The Americans 2006 Pearson Prentice Hall, World History: The Modern World The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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. In the last 12 months, the following improvements have been completed:

- Classroom and Office Modernization

Facilities Inspection

The district's maintenance department inspects Bishop Union High School on an annual basis in accordance with Education Code §17592.72(c)(1). Bishop Union High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-2015 all restrooms were fully functional and available for student use.

Every morning before school begins, the groundskeeper and maintenance inspect the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Bishop Union High School. The day custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- locker rooms
- stairwells

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- locker rooms
- stairwells

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Bishop Unified School District participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

DEFERRED MAINTENANCE PROJECTS

During the 2013-2014 school year the District spent \$407,000 to renovate the front elevation and remodel restrooms at Home Street Middle School, as well as modernize the Health Office at Bishop Union High School.

A renovation of the library at Bishop Union High School is planned for the 2015-2016 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 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.30	30.00	25.00

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	43	33	44
Math	17	27	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	51	44	51	60	55	57	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	57
All Student at the School	51
Male	49
Female	52
American Indian or Alaska Native	28
Asian	--
Filipino	--
Hispanic or Latino	41
White	62
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	34
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	140	115	82.1	23	32	30	12
Male	11		66	47.1	26	26	30	17

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	11		49	35.0	20	41	31	6
Black or African American	11		2	1.4	--	--	--	--
American Indian or Alaska Native	11		12	8.6	33	33	25	0
Asian	11		2	1.4	--	--	--	--
Filipino	11		1	0.7	--	--	--	--
Hispanic or Latino	11		42	30.0	31	40	26	2
White	11		49	35.0	12	29	35	24
Two or More Races	11		5	3.6	--	--	--	--
Socioeconomically Disadvantaged	11		43	30.7	28	37	23	7
English Learners	11		4	2.9	--	--	--	--
Students with Disabilities	11		4	2.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	140	115	82.1	50	31	9	8
Male	11		67	47.9	43	33	10	12
Female	11		48	34.3	60	29	6	2
Black or African American	11		2	1.4	--	--	--	--
American Indian or Alaska Native	11		12	8.6	58	33	0	0
Asian	11		2	1.4	--	--	--	--
Filipino	11		1	0.7	--	--	--	--
Hispanic or Latino	11		42	30.0	67	26	5	2
White	11		49	35.0	37	33	14	16
Two or More Races	11		5	3.6	--	--	--	--
Socioeconomically Disadvantaged	11		43	30.7	58	35	0	2
English Learners	11		4	2.9	--	--	--	--
Students with Disabilities	11		4	2.9	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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 School Climate State Priority (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	2012-13	2013-14	2014-15
Suspensions Rate	8.99	11.22	9.86
Expulsions Rate	0.42	0.00	0.62
District	2012-13	2013-14	2014-15
Suspensions Rate	8.20	9.26	10.28
Expulsions Rate	0.19	0.10	0.29
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	25	22	8	9	12	17	15	16	2	3	
Math	23	21	21	9	12	9	14	12	8	2	3	
Science	23	21	22	6	10	9	16	15	12	1		
SS	26	24	23	4	9	7	14	11	11	5	6	3

* 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.

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)	1
Psychologist	.10
Social Worker	
Nurse	.10
Speech/Language/Hearing Specialist	.50
Resource Specialist	
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.

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. The 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,065	\$40,379
Mid-Range Teacher Salary	\$63,099	\$62,323
Highest Teacher Salary	\$84,001	\$81,127
Average Principal Salary (ES)	\$99,050	\$99,192
Average Principal Salary (MS)	\$101,542	\$91,287
Average Principal Salary (HS)	\$108,731	\$112,088
Superintendent Salary	\$164,055	\$159,821
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	7%	6%

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

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 2014-15 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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,946	0	\$4,946	\$63,530
District	♦	♦	\$4,996	\$67,229
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			-1.0	0.3
Percent Difference: School Site/ State			5.5	0.8

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43	28	29	43	41	16
All Students at the School	43	28	30	41	43	16
Male	60	18	22	44	39	17
Female	28	36	36	38	47	15
American Indian or Alaska Native	77	23		62	38	
Hispanic or Latino	52	26	23	50	40	10
White	28	29	43	28	50	22
Socioeconomically Disadvantaged	54	24	21	49	43	9

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Bishop Union High School	2012-13	2013-14	2014-15
English-Language Arts	54	51	57
Mathematics	55	58	59
Bishop Unified School District	2012-13	2013-14	2014-15
English-Language Arts	51	49	57
Mathematics	52	56	57
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Bishop Union High School	2011-12	2012-13	2013-14
Dropout Rate	5.10	6.30	5.30
Graduation Rate	93.38	91.88	94.08
Bishop Unified School District	2011-12	2012-13	2013-14
Dropout Rate	17.80	8.40	10.40
Graduation Rate	73.56	83.16	82.46
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	88.7	87.88	84.6
Black or African American			76
American Indian or Alaska Native	87.5	80	78.07
Asian	150	150	92.62
Filipino	100	100	96.49
Hispanic or Latino	87.5	78.95	81.28
Native Hawaiian/Pacific Islander			83.58
White	87	90.65	89.93
Two or More Races	100	125	82.8
Socioeconomically Disadvantaged	75	77.78	61.28
English Learners	80	71.43	50.76
Students with Disabilities	83.1	78.57	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99.19
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	36.31

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	2	♦
Social Science	1	♦
All courses	7	.9

* Where there are student course enrollments.

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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.