

Big Bear High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <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 principal or the district office.

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 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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Big Bear High School
Street	351 Maple Lane
City, State, Zip	Big Bear City, CA 92314
Phone Number	(909) 585-6892
Principal	Tina Fulmer
E-mail Address	tina_fulmer@bearvalleyusd.org
Web Site	bbhs.bearvalleyusd.org
CDS Code	36676373631066

District Contact Information	
District Name	Bear Valley Unified School District
Phone Number	(909) 866-4631
Superintendent	Dr. Mary Suzuki
E-mail Address	mary_suzuki@bearvalleyusd.org
Web Site	www.bearvalleyusd.org

School Description and Mission Statement (School Year 2017-18)

Our House

"Our House" and the "Ohana" is the tradition and philosophy of our school. Both represent the belief that all students, staff, and parents of Big Bear High School operate as a family, caring for and respecting one another. It is important for all members of Big Bear High School to feel that this is truly a place where each individual is valued and respected. It also allows us to celebrate the diversity of our student body. We have "Ohana" on our spirit wear, in our halls, on banners, and on any items we send out to other schools or communities. A core academic program is provided to all students attending a modified year-round school calendar. Big Bear High School student/teacher ratio in academic classes vary. The average class size in English is 30 to 1, in math 24 to 1, in science 27 to 1, in social studies 29 to 1, in foreign language 27 to 1, and in physical education 49 to 1. The advanced placement classes have an average of 21 students to 1 teacher. This information was gathered the first quarter of the 2017-2018 school year. Current graduation requirements for the students at Big Bear High School are aligned with state requirements and include 4 years of English, 3 years combined of Science - Earth, Life and Physical or Biology, Chemistry and Physics, 3 years of mathematics including Integrated Math I, 3 years of Social Science - World History, U.S. History, Government/Economics, 2 years Physical Education, 1 year Fine Arts or Foreign Language, ½ year Freshman Studies B, and 55 units of elective courses are necessary in order to meet the 220 unit graduation requirements. The last visit for accreditation was in spring of 2017 and BBHS was given a 6-year accreditation with a two-day revisit.

We believe in obtaining the highest levels of academic, social, and emotional growth for all students by:

- Ensuring that OUR HOUSE is a welcoming place, providing a nurturing learning environment that ensures physical and emotional safety
- Respecting each other's gifts and diversity in an effort to strive for unity in our school and community
- Enhancing self-esteem and self-respect through achievement
- Creating an environment where teamwork and collaboration thrive
- Challenging and preparing our students to be the best they can be
- Creating a supportive partnership between our parents and school community where we share responsibility for students' academic and emotional growth that will last not just in school, but throughout life
- Developing a district culture in which trust, kindness, honesty, and open communication are valued and practiced daily

Schoolwide Learner Outcomes

Upon graduation, BBHS students will be able to:

1. Read with comprehension, write with clarity, speak with confidence, and listen actively in all subject areas. Work collaboratively, cooperatively, and independently.
2. Demonstrate critical thinking through problem solving, analysis, and perseverance. Use a combination of research, logic, data, creativity, and mathematical reasoning to arrive at solutions.
3. Achieve workplace knowledge, skills, expectations and ethics that promote career success and lifelong learning. Use technology efficiently, intelligently, and ethically to enhance education.
4. Appreciate and participate in the arts through experiences and self-expression.
5. Exhibit good citizenship and show personal responsibility. Respect the rights, abilities, and diversity of others while working towards building a better community at school and beyond.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	189
Grade 10	183
Grade 11	183
Grade 12	170
Total Enrollment	725

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0.1
White	59.3
Two or More Races	2.5
Socioeconomically Disadvantaged	63
English Learners	9.2
Students with Disabilities	12
Foster Youth	0

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	31	40	126
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: November 2017

All textbooks used in the core curriculum throughout Bear Valley Unified School District are being aligned to the California Content Standards. Instructional materials are selected from the state's most recent list of standards-based materials that were adopted by the State Board of Education.

On September 20, 2017, the Bear Valley 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 No. 17-18-003 which certifies, as required by Education Code section 60119, that (1) 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, including the English Language Development component of an adopted program, 3) sufficient textbook or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt : Big Ideas Integrated Math I, II, and III 2013 Folett Educational Services 2008 Pearson Calculus 2008 McDougal Littell: Geometry	Yes	0%
Science	2007 Pearson: Earth Science 2007 Harcourt: Physics 2007 Pearson: Chemistry 2007 Pearson: Biology 2007 Holt: Physical Science	Yes	0%
History-Social Science	2006 Holt 2006 Prentice Hall: Government 2006 McDougal Littell	Yes	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. Big Bear High School's original facilities were built in 1983; 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.

Every morning before school begins, the principal, assistant principal, campus safety officer, and custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three full-time evening custodians are assigned to Big Bear High School.

The day custodian is responsible for:

- General Grounds Maintenance
- Lunch Area Setup/Cleanup
- Restroom Cleaning

Restrooms are checked frequently for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- Office Area Cleaning
- Classroom Cleaning
- Restroom Cleaning
- Common Use Area Cleaning

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
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		Ceiling tile replacements are in process since the roof was replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Restroom repairs are ongoing.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Landscaping necessary in undeveloped areas--not a safety issue. Windows, doors and gates are in good condition.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
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] 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	55	40	41	48	48
Mathematics (grades 3-8 and 11)	24	28	25	28	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	177	168	94.92	55.36
Male	89	85	95.51	56.47
Female	88	83	94.32	54.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	60	59	98.33	37.29
White	109	102	93.58	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	103	94.5	48.54
English Learners	25	24	96	12.5
Students with Disabilities	12	10	83.33	30

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	177	169	95.48	27.81
Male	89	86	96.63	32.56
Female	88	83	94.32	22.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	60	60	100	15
White	109	102	93.58	35.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	104	95.41	17.31
English Learners	25	25	100	4
Students with Disabilities	12	10	83.33	0

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	67	59	57	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The purpose of the CTE programs is to provide students with the academic and technical skills needed to succeed in a knowledge and skills-based economy. BBHS provides thirteen sections of CTE courses that are within four Industry Sectors (Arts, Media, Entertainment; Fashion Design; Health Science and Medical Technology; Marketing, Sales, and Service). The CTE teachers incorporate lessons in math, language arts, reading comprehension, along with course specifics. The Career Technician visits classrooms to inform students of the available sequences of courses and pathways. Students interested in military occupations are given the opportunity to take the ASVAB with their recruiters. The CTE staff and Career Technician look at the number of students in each class, the student success rate in the class, and the number of completers in a class. Teachers refer to industry and career standards and prepare lessons that meet those standards. At the completion of a CTE course, the students can earn a "Certificate of Completion" if they complete enough competencies and earn the appropriate grade. This certificate can be used to gain employment and put into the student's portfolio. The CTE Advisory Committee is composed of representatives from various groups: Business Partners, Parents, staff, students, post-secondary institutions. The CTE advisory members have a strong interest in what is provided to the students.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	146
% of pupils completing a CTE program and earning a high school diploma	42
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.8
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	29.08

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.1	24.5	48.4

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 our automated telephone message system, newsletters, the school marquee, the school website, progress reports, and the counselors' newsletter. Contact the school office at 909- 585-6892 for more information on how to become involved in your child's

learning environment.

Opportunities to Volunteer

Chaperone
Fundraising

Committees

School Site Council
English Learner Advisory Council
District English Learner Advisory Council
Bear Backers Booster Club (Athletics)
Parents in Support of Academics (PSA)

School Activities

Open House
Athletic Events
Choir/Drama Performances
Graduation Activities
Freshmen Friday (Orientation)
Senior Projects
4 Year Planning
Assemblies

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.2	2.1	4.5	5.1	8.4	8.9	11.5	10.7	9.7
Graduation Rate	97.79	97.33	92.26	93.39	88.5	85.56	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.58	93.33	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	95.35	91.84	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	96.84	94.39	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	63.9
English Learners	33.33	42.86	55.44
Students with Disabilities	98.8	95.92	85.45
Foster Youth	100	100	68.19

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.5	5.4	5.4	4.2	4.0	4.8	3.8	3.7	3.6
Expulsions	0.0	0.3	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Comprehensive School Site Safety Plan was developed for Big Bear High in collaboration with local agencies and the District Office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	28	4	13	4	27	3	14	1	28	1	17	2
Mathematics	22	12	10	0	24	7	11	1	24	7	7	1
Science	24	9	9	0	24	9	11	2	23	8	15	0
Social Science	25	5	11	1	29	3	12	0	28	2	12	5

Note: 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 (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	334
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.28	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.14	N/A
Resource Specialist	2	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,284	699	5,584	\$79,853
District	N/A	N/A	4,574	\$77,210
Percent Difference: School Site and District	N/A	N/A	22.1	13.7
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-1.6	18.6

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, Special Education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Other Local: Locally Defined
- Special Education
- Lottery: Unrestricted
- Title II and III

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,821	\$44,144
Mid-Range Teacher Salary	\$72,957	\$69,119
Highest Teacher Salary	\$92,837	\$86,005
Average Principal Salary (Elementary)	\$109,826	\$106,785
Average Principal Salary (Middle)	\$113,605	\$111,569
Average Principal Salary (High)	\$122,401	\$121,395
Superintendent Salary	\$160,000	\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	2	N/A
All courses	8	10

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Big Bear High School staff is committed to continual professional growth. BBHS has seventeen Late Starts. This time is used for professional development, WASC Self-Study, data analysis, discussion of best practices, department meetings, team meetings, discussion and analysis of assessments and the results from those assessments. Teachers also work collaboratively by departments analyzing data and modifying curriculum, programs and/or instruction as needed to improve students achievement. Through the evaluation process, teachers develop their own goals for professional improvement. New teachers participate in teacher induction programs both through the District and their universities as well as colleagues who provide mentoring. New teachers attend professional development geared to their needs on campus. All training and curriculum development activities at Big Bear High are aligned to the California Content Standards. During the last three school years, Big Bear High staff participated in staff development activities held on early release days and one dedicated (non-student) staff development day. Training concentrations included:

- AP Classes
- Benchmarks
- Close Reading
- Common Core State Standards (CCSS)
- Depth of Knowledge (DoK)
- Expository Reading and Writing Course (ERWC)
- Math Vision Project
- Using Technology

District Training:

Next Generation Science Standards
 Digital Library
 Writing: Starting with the Basics
 Google Hangout
 Quarterly District Articulation
 Quarterly Grade Level Collaboration to create math and ELA units
 Target Solutions
 Common Core State Standards Strategies for Special Ed students
 Big Ideas Math
 Collections (ELA adoption)
 Center for Teacher Innovation (new teacher induction program)
 Culture of Poverty training
 EADMS

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Big Bear High supports ongoing professional growth throughout the year on minimum days. Teachers meet in departments and in Advisory to conduct data analysis to identify areas of need.

Big Bear High offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.