



CHAUTAUQUA HIGH SCHOOL

525 Maple Lane, Big Bear Lake, CA 92315 • (909) 585-2521

Grades 9-12

Dr. Steve Schour, Principal

Annual School Accountability Report Card

A Report of 2011-12 School Activities Published in 2012-13

Expected Schoolwide Learning Results (ESLRs)

All Chautauqua High School graduates will be self directed learners who:

1. Are competent in reading, writing, and mathematics.
2. Can make informed decisions regarding educational and career options.

All Chautauqua High School graduates will be effective communicators who:

3. Read, write, and speak in a clear and reflective manner, considering different points of view.
4. Work successfully with others to solve problems.

All Chautauqua High School graduates will be responsible citizens who:

5. Are honest, moral, fair, tolerant, and respectful of others.
6. Have a good understanding of world geography, major events in United States history, and the American system of political government.
7. Are aware of positive choices with regard to substance abuse, sexual activity, and a healthy lifestyle.

All Chautauqua High School graduates will be lifelong learners who:

8. Can identify, locate, organize, and analyze information using available resources and existing technology.
9. Have a strong work ethic and perform high quality work.

DISTRICT & SCHOOL PROFILE

The Bear Valley Unified School District is located in the San Bernardino Mountains. Big Bear Lake and the surrounding valley is a resort community for the southern California metropolitan area. Big Bear Lake provides excellent summer recreation and two major snow skiing resorts (providing winter recreation) are located in the valley.

Chautauqua High is located in the western region of the city of Big Bear Lake and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2011-12 school year, 87 students were enrolled, including 7.8% in special education, 9.8% qualifying for English Language Learner support, and 75.5% qualifying for free or reduced price lunch.

Chautauqua High School provides individualized instruction, with frequent one-on-one student and teacher interaction. In any alternative educational environment, flexibility is key. Chautauqua High School's program offers several options to students regarding attendance and how assignments are completed and turned in. More flexibility is offered to those students who make adequate academic progress, and have a consistent record of earning credits.

**Percentage of Students by Ethnicity/Grade Level
2011-12**

Ethnic Group	%	Grade Level	#
African American	1.2%	Grade 9	6
American Indian or Alaskan Native	2.4%	Grade 10	25
Asian		Grade 11	22
Filipino		Grade 12	34
Hawaiian or Pacific Islander	1.2%		
Hispanic or Latino	30.6%		
White (not Hispanic)	64.7%		
Two or More Races			
Total Enrollment			87

BEAR VALLEY UNIFIED SCHOOL DISTRICT

42271 MOONRIDGE ROAD, BIG BEAR LAKE, CA 92315 • (909) 866-4631

Board of Trustees

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Superintendent
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Director of Special Programs/
Personnel
Walter Con
Assistant Superintendent
of Business Services

OUR MISSION:

Bear Valley Unified
School District is
committed to educating
students to be
productive citizens.

PARENT INVOLVEMENT

Parents stay informed on upcoming events and school activities through newsletters, flyers, and parent conferences. Contact the school office at 909-585-2521 for more information on how to become involved in your child's learning environment.

Committees

CT Parent Advisory Group
School Site Council
WASC Team

School Activities

Parent Conferences

STUDENT ACHIEVEMENT

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2011-12 AYP cycle, high schools must achieve a 78.4% or higher proficiency rate in English/Language Arts and 79% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 740 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance

2011-12

Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?

AYP Criteria	Chautauqua	BVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	N/A	Yes
Graduation Rate	N/A	No

AYP Performance Level

Number of AYP Criteria Met Out of the Total Number of Criteria Possible	2/4	13/26
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STANDARDIZED STATE ASSESSMENTS

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

STAR Results

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Chautauqua			BVUSD			CA		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	26	31	28	54	55	58	52	54	56
Math	14	18	17	47	50	48	48	50	51
Science	25	30	22	61	65	63	54	57	60
History	11	13	19	45	49	46	44	48	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results

Ethnic Subgroups

Percentage of Students Scoring at Proficient and Advanced Levels

2011-12

	Chautauqua							
	American American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts	*	*			18	*	26	*
Math	*	*			*	*	15	*
Science	*	*			*	*	23	*
History	*	*			20	*	18	*

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
	English-Language Arts	31	24	*	21	*
Math	18	17	*	18	*	
Science	35	6	*	23	*	
History	24	13	*	18	*	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

California High School Exit Exam

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Chautauqua			BVUSD			CA		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	26	50	29	62	66	50	54	59	56
Math	25	33	32	57	60	66	54	56	58

California High School Exit Exam

Tenth Grade Results by Student Group

2011-12

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
BVUSD						
All Students	50	27	22	34	50	16
Chautauqua						
All Students	71	19	10	68	23	10
Male	67	20	13	53	27	20
Female	75	19	6	81	19	*
Hispanic or Latino						
White (not Hispanic)	65	23	12	65	23	12
Economically Disadvantaged	72	20	8	69	19	12
English Learners						
Students with Disabilities						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results web site at <http://star.cde.ca.gov>.

CALIFORNIA HIGH SCHOOL EXIT

EXAM

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years. Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 72% of Chautauqua High's tenth grade students who took the test passed the math portion of the exam and 83% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

ACADEMIC

PERFORMANCE INDEX

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

NO CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Chautauqua High did

not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's web site www.cde.ca.gov/ta/ac/ti/.

PHYSICAL FITNESS

In the spring of each year, Chautauqua High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." During the 2011-12 administration of the physical fitness exam, fewer than 11 students participated in the exam; therefore, results are not disclosed to maintain student privacy. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

FACILITIES & SAFETY

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Chautauqua High School's original facilities were built in 1967 ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Title I PI Status 2012-13		
	Chautauqua	BVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	
Year in PI	N/A	
# Schools Currently In PI		3
% Schools Currently In PI		43%

The statistical information in this table reflects the PI status during the 2012-13 school year.

Academic Performance Index Three-Year Performance Comparison									
	Chautauqua Base API Rank:								
	2009		2010		2011				
	*	*	*	*	*	*	*		
Statewide Rank	*		*		*				
Similar Schools Rank	*		*		*				
	Chautauqua		Chautauqua		BVUSD		State		
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2009-10	2010-11	2011-12	2011-12		2011-12		2011-12	
All Students	-12	36	20	40	632	1,871	803	4,664,264	788
Ethnic Subgroups									
African American				1		25	798	313,201	710
American Indian or Alaskan Native						22	824	31,606	742
Asian						2		404,670	905
Filipino						4		124,824	869
Hispanic or Latino				8		587	744	2,425,230	740
Hawaiian or Pacific Islander				1		6		26,563	775
White (not Hispanic)				26	644	1,130	831	1,221,860	853
Two or More Races						54	845	88,428	849
Other Subgroups									
Economically Disadvantaged				34	615	1,220	768	2,779,680	737
English Learners				4		360	733	1,530,297	716
Students with Disabilities				3		217	631	530,935	607

Campus Description

Year Built	1987
Acreage	5
Bldg. Square Footage	5000
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	5
# of Restrooms (student use)	1
Staff Work Room/Lounge	1
Athletic Field	1

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 inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One part-time day custodian is responsible for general campus cleaning and maintenance. Chautauqua High. The team is responsible for:

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

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

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

CAMPUS SUPERVISION

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teaching staff are strategically assigned to designated entrance areas. The principal and classified staff monitor lunch time activity in the cafeteria and on campus. At the end of the day when students are dismissed, the principal and teaching staff monitor student behavior to ensure a safe and orderly departure.

Chautauqua High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Chautauqua 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 2012.

SCHOOL INSPECTIONS

The district's maintenance department inspects Chautauqua High on an annual basis in accordance with Education Code §17592.72(c) (1). Chautauqua High uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 30, 2012. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

DEFERRED MAINTENANCE

Chautauqua High 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. During the 2011-12 school year, Chautauqua High School did not have any repairs or improvements completed with deferred maintenance funds.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Chautauqua High's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Chautauqua High employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions

	Chautauqua		
	09-10	10-11	11-12
Suspensions (#)	8	6	0
Suspensions (%)	7.92%	5.50%	0.00%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

	BVUSD		
	09-10	10-11	11-12
Suspensions (#)	104	59	68
Suspensions (%)	11.33%	11.02%	4.92%
Expulsions (#)	0	0	0
Expulsions (%)	0.06%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Item Inspected	School Facility Good Repair Status			Repair Status
	Good	Fair	Poor	
Inspection Date: October 30, 2012				Repair Needed and Action Taken or Planned
Gas Leaks	✓			
Mech/HVAC		✓		Rm 3 - Dust on heater vents; Staff Girls R/R - Air freshener, dirty vents, exhaust fan not working; Girls R/R sm - Stained/dirty vents
Windows/Doors Gates/Fences Interior Surfaces	✓			Rm 1 - Window blinds broken, window sills dirty; Outside Grounds - Holes in fence Rm 3 - Carpet dirty; Office - Window sills dirty, stained tiles by front door; Conference Rm - Windows sills dirty, clutter; Rm 2 - Hot and stuffy, stained ceiling tiles; Rm 1 - Ceiling tile hole, remove saved boxes; Custodial Closet - Ceiling tiles, clutter; 525B - Ceiling tiles; 525A - Carpet, stained ceiling tiles; Staff Mens R/R - Stained floors Kitchen, Custodial Closet & 525C - Chems not marked
Hazardous Materials		✓		Outside Grounds - Ramps need repair, asphalt needs replacing
Structural Damage	✓			Rms 3 & 4 - Shelves not 24" clearance, fire ext. blocked; Conference Rm - Shelves not 24" clearance; Rm 2 - Exit light not working, fire pull blocked-ext. blocked, shelving too high not 24" clearance, not all shelves earthquake proof; Steve's Office - Shelving not 24" clearance, fire ext. blocked; Kitchen - Stg not 24" clearance; Hallway - Exit lights both do not work; 525B - Fire ext. not mounted, pull station blocked, shelving not 24" clearance; 525A - Fire ext. blocked, shelving not 24" clearance; 525C - Shelves too high
Fire Safety		✓		Rm 1 - Broken elect. Cover by desk, elect. Cover plate missing under desks, fire ext. and pull station blocked; Rm 4 - Wire next, elect. Cover under desk, elect. room mess; Hallway - Wires at breakaway; 525B - Elect. panel blocked; 525A - Exposed phone wires; Staff Mens R/R - Elect. under sink-no GFI
Electrical		✓		Outside Grounds - Rodent issue; Kitchen - Mouse droppings under sink
Pest/Vermin Infestation	✓			Hallway - High drinking fountain not working; 525C - No hot water
Drinking Fountains		✓		Staff Mens R/R - Handicap stall cramped storage
Restrooms	✓			
Sewer	✓			
Roofs	✓			Outside Grounds - Roof needs repair
Playground/School Grounds		✓		PE Area - Weeds
Overall Cleanliness	✓			Staff Mens R/R - Floor edges dirty
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

DROPOUTS

Chautauqua High's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, concurrent enrollment in community college, and tutoring.

Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2010-11 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates				
Chautauqua				
	08-09	09-10	10-11	
Dropout Rate (%)	13.5	5.9	6.6	
Graduation Rate (%)	89.5	89.2	87.6	
BVUSD				
Dropout Rate (%)	2.6	5.9	6.6	
Graduation Rate (%)	89.5	89.2	87.6	
CA				
Dropout Rate (%)	5.7	16.6	14.4	
Graduation Rate (%)	78.6	74.7	76.3	

GRADUATION REQUIREMENTS

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Chautauqua High. Alternative methods of acquiring a diploma are available through the community college for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Chautauqua High. The following table illustrates the percentage of students graduating from Chautauqua High who have met both CAHSEE and district graduation requirements.

Completion of High School Graduation Requirements for the Graduation Class of:			
2012			
	Chautauqua	BVUSD	CA
All Students	94.1%	92.4%	-

The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Chautauqua High revolve around the California State Content Standards and Frameworks.

Staff Development Days Three-Year Trend		
2009-10	2010-11	2011-12
2	1	1

During the 2011-12 school year, Chautauqua High held one staff development day; training efforts concentrated on:

- Data Analysis
- Articulation
- Understanding the Culture of Poverty

Decisions concerning selection of staff development activities are made 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. Chautauqua High supports ongoing professional growth throughout the year on minimum days. Teachers meet to conduct data analysis to help identify areas of need.

Chautauqua High offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Bear Valley Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 19, 2012, 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. 12-13-003 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.

In addition to core subject areas, districts are required to disclose in their SARCs the

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	*	Holt	0%	9-12
Math				
2008	*	Pearson: Algebra I	0%	9-12
2008	*	McDougal Littell: Algebra II	0%	9-12
2008	*	Pearson: Calculus	0%	9-12
2008	*	McDougal Littell: Geometry	0%	9-12
Science				
2007	*	Pearson: Earth Science	0%	9-12
2007	*	Harcourt: Physics	0%	9-12
2007	*	Pearson: Chemistry	0%	9-12
2007	*	Pearson: Biology	0%	9-12
2007	*	Holt: Physical Science	0%	9-12
Social Science				
2006	*	Holt	0%	9-12
2006	*	Prentice Hall: Government	0%	9-12
2006	*	McDougal Littell	0%	9-12

The textbooks and instructional materials used by the school comply with the California Department of Education's (CDE) curriculum frameworks and content standards. The CDE does not compile an approved adoptions list for 9-12 coursework. Textbook information was obtained from district office personnel in December 2012.

sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 school year, Bear Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

The administrative team is comprised of the principal, who works closely with teachers, parents, and school staff. Principal Dr. Steve Schour is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the Principal is district administration, school administration, and instructional staff. The principal meets monthly with administration and staff to evaluate effectiveness of instruction programs and implement strategies that increase student proficiency.

Principal Schour has been principal at Chautauqua High for the past 20 years, and has experience as a principal at both the elementary and high school levels, as well as 16 years of experience teaching in the classroom. Assisting the principal is the Government Group, consisting of five students which meets weekly to discuss school issues.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students are required to attend class a minimum of 20 hours per week. Students in the Independent Study Program must complete a minimum of 20 hours of academic work each week. Students who fall behind on hours or assignments must attend class for a minimum of six hours per day until they are caught up. Chautauqua High School offers support and intensive intervention to: 1) students whose test results indicate they need additional assistance to achieve grade level proficiency, and 2) students who have not passed both sections of the CAHSEE.

Chautauqua High's special education program offers education for students with special needs. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Chautauqua High School takes advantage of the district's participation in the San Bernardino Desert/Mountain SELPA (Special Education Local Plan Area), which provide a pool of professional resources and expertise in the field of special education. Classroom teachers monitor student performance on to measure ongoing academic progress and adjust instructional needs.

COLLEGE PREPARATION & WORK READINESS

COLLEGE PREPARATION COURSES

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California website at www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University website at www.calstate.edu/admission.

WORKFORCE PREPARATION

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Students may enroll in a "Diversified Occupations" class on the high school campus which enables them to research different career options and to develop skills necessary for applying for jobs. Chautauqua High offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs (on high school campus)
- Workability

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at www.cde.ca.gov/ci/ct/.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2011-12 school year, Chautauqua High School had five teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments				
	Chautauqua			
	09-10	10-11	11-12	12-13
Total Teachers	4	5	5	
Teachers with Full Credential	4	5	5	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area	0	1	0	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	0	0	0	0
Teacher Vacancies	0	0	0	0
BVUSD				
	09-10	10-11	11-12	12-13
Total Teachers	131	119	121	
Teachers with Full Credential	131	119	121	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area	1	1	1	
Teacher Misassignments for English Learners	1	0	0	0
Total Teacher Misassignments	1	1	4	0
Teacher Vacancies	0	0	0	0

Teacher Education Levels 2011-12

	a	BVUSD
Doctorate	14.3%	0.8%
Master's Degree Plus 30 or More Semester Hours	14.3%	24.2%
Master's Degree	28.6%	24.2%
Bachelor's Degree Plus 30 or More Semester Hours	28.6%	46.1%
Bachelor's Degree	14.3%	3.1%
Less Than a Bachelor's Degree	0.0%	1.6%

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	2011-12	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Chautauqua	80.0%	20.0%	
District Totals			
All Schools	97.8%	2.2%	
High-Poverty Schools	97.8%	2.3%	
Low-Poverty Schools	0.0%	0.0%	

COUNSELING & SUPPORT SERVICES

STAFF

Chautauqua High provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

Counselors and Support Personnel (Nonteaching Professional Staff) 2011-12

	No. of Staff	FTE
Academic Counselor	As needed	-
Nurse	As needed	-
Speech & Language Specialist	As needed	-
Psychologist	As needed	-

FTE = Full-Time Equivalent

The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Chautauqua High's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11

	BVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,297	38,725
Mid-Range Teacher Salary	64,163	59,717
Highest Teacher Salary	81,648	77,957
Average Principal Salaries:		
Elementary School	96,163	95,363
Middle School	102,152	98,545
High School	109,909	107,031
Superintendent Salary	145,140	149,398
Percentage of Budget For:		
Teacher Salaries	41	37
Administrative Salaries	7	6

EXPENDITURES PER STUDENT

For the 2010-11 school year, Bear Valley Unified School District spent an average of \$7,880 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2010-11

Expenditures Per Pupil	Dollars Spent Per Student				
	Chautauqua	BVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,117	5,446	130.7%	N/A	N/A
Restricted (Supplemental)	688	925	74.4%	N/A	N/A
Unrestricted (Basic)	6,429	4,521	142.2%	5,455	117.8%
Average Teacher Salary	61,314	67,412	91.0%	62,892	97.5%

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction
- Early Mental Health Initiative
- Economic Impact Aid
- Education Jobs Fund
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing and Major Maintenance Account
- Other Local
- Special Education
- State Lottery
- Title I, II, III, IV, X
- Transportation
- Transportation: Special Education
- Vocational Programs

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Chautauqua High and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Chautauqua High's SARC and access the Internet at any of the county's public libraries. The closest library to Chautauqua High School is Big Bear Lake Branch Library located at 41930 Garstin Drive, Big Bear Lake. Computers, printers, fax machines, and WiFi access are available.

Phone: (909) 866-5571

Number of Computers Available: 14

Website: <http://www.sbcounty.gov/library/>

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Bear Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information and school facilities information used to prepare this report were acquired in December 2012.