



CHAUTAUQUA HIGH SCHOOL

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

Grades 9-12

Mike Ghelber, Principal

Annual School Accountability Report Card

A Report of 2012-13 School Activities Published in 2013-14

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 2012-13 school year, 81 students were enrolled, including 16.7% in special education, 8.3% qualifying for English Language Learner support, and 61.9% 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
2012-13**

Ethnic Group	%	Grade Level	#
African American	1.3%	Grade 9	11
American Indian or Alaskan Native	2.5%	Grade 10	15
Asian		Grade 11	30
Filipino		Grade 12	25
Hawaiian or Pacific Islander	2.5%		
Hispanic or Latino	23.8%		
White (not Hispanic)	70.0%		
Two or More Races			
Total Enrollment			81

BEAR VALLEY UNIFIED SCHOOL DISTRICT

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

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District Mission

The mission of the Bear Valley Unified School District is to educate, inspire, and prepare all students to become life-long learners and responsible global 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

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 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% 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

2012-13

Did the school and district meet or exceed 2013 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	Yes

AYP Performance Level

Number of AYP Criteria Met Out of the Total	2/4	14/26
Number of Criteria Possible		

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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	31	28	33	55	58	55	54	56	55
Math	18	17	29	50	48	46	50	51	50
Science	30	22	29	65	63	63	57	60	59
History	13	19	20	49	46	46	48	49	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

2012-13

	Chautauqua							
	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					8		43	
Math							40	
Science							45	
History							23	

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
	English-Language Arts	33	33			
Math	31	25				
Science						
History	26	14				

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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	50	29	29	66	50	61	59	56	57
Math	33	32	31	60	66	67	56	58	60

California High School Exit Exam

Tenth Grade Results by Student Group

2012-13

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
BVUSD						
All Students	39	32	29	33	37	30
Chautauqua						
All Students	71	24	6	69	19	13
Male						
Female	73	18	9	64	27	9
Hispanic or Latino						
White (not Hispanic)	62	31	8	58	25	17
Economically Disadvantaged						
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; 69% of Chautauqua High's tenth grade students who took the test passed the math portion of the exam and 65% 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 2012-13, 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 2012-13 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 2013-14		
	Chautauqua	BVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	
Year in PI	N/A	Year 1
# Schools Currently In PI		4
% Schools Currently In PI		57%

The statistical information in this table reflects the PI status during the 2013-14 school year.

Academic Performance Index Three-Year Performance Comparison									
	Chautauqua Base API Rank:								
	2010		2011		2012				
	Statewide Rank	*		*		B			
Similar Schools Rank	*		*		B				
	Chautauqua			Chautauqua		BVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13	
All Students	36	20	-53	38	591	1,861	793	4,655,989	790
Ethnic Subgroups									
African American				2		22	760	296,463	708
American Indian or Alaskan Native				1		18	794	30,394	743
Hispanic or Latino				7		600	735	FALSE	744
White (not Hispanic)				28	597	1,127	821	1,200,127	853
Other Subgroups									
Economically Disadvantaged				33	591	1,324	766	2,774,640	743
English Learners				3		369	727	1,482,316	721
Students with Disabilities				8		237	636	527,476	615

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

2013-14 Campus Improvements:

- Installation of new furniture throughout campus
- Rebuilt ramps, replaced siding, and paint outside
- Ceiling repair
- Purchase of 36 chromebooks
- Installation of new roof on entire structure
- Asphalt patching throughout campus
- Installation of new carpet throughout and remove asbestos where needed
- Patch work on walls where needed and repaint
- Repaint all doors

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 2013.

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, 2013. During fiscal year 2012-13, 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 2012-13 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 30, 2013				
Gas Leaks	✓			
Mech/HVAC	✓			Rm 525 - Dirty vents
Windows/Doors Gates/Fences	✓			
Interior Surfaces		✓		Hallways - Hole in wall; Staff Woman's Restroom - Dirty in corners; Girls Restroom - Dirty around toilets, hole in floor; Boys Restroom - Dirty, scratches on walls, holes in wall, floor cracks; Mens Staff Restroom - Floor buckled; Rm 525A - Ceiling tiles, clutter, blinds; Rm 525B - Ceiling tiles
Hazardous Materials		✓		Kitchen & Rm 525A - Unmarked chemicals; Custodian Closet - Unmarked chemicals, unapproved chemicals; Rm 525 - Unapproved chemicals
Structural Damage		✓		South side Basketball Area - Porches, ramps, paint; Front Area - Paint; Rm 525 - Ramps, Torn screen; Rm 525A - Ramps; Rm 525B - Earthquake shelves, fire extinguisher should be mounted
Fire Safety		✓		Doug's Room 2, Julie's Room, & Office - Fire extinguisher is blocked; Howard's Room, Rm 525, & Rm 525B - Pull station is blocked; Office-Robin's - Chairs blocking fire panel; Rm 525 - Corp trip hazards
Electrical		✓		Hallways - Exposed electric-mid hall; Rm 525 - Light cover missing; Rm 525A & B - Electric panel blocked
Pest/Vermin Infestation		✓		Front Area - Gophers
Drinking Fountains		✓		Front Area - Tall drinking fountain pressure issue; Hallways - Drinking fountain drain is dirty
Restrooms		✓		Mens Staff Restroom - Bottom of toilets are not clean, items in handicap stall
Sewer	✓			
Roofs	✓			Rm 525B - Center seam leaks
Playground/School	✓			
Overall Cleanliness	✓			
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.

Suspensions and Expulsions			
	Chautauqua		
	10-11	11-12	12-13
Suspensions (#)	6	0	3
Suspensions (%)	5.50%	0.00%	3.57%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	BVUSD		
	10-11	11-12	12-13
Suspensions (#)	59	68	92
Suspensions (%)	11.33%	11.02%	6.76%
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.

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, 2011-12 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		
	09-10	10-11	11-12
Dropout Rate (%)	5.9	6.6	-
Graduation Rate (%)	89.2	87.6	-
	BVUSD		
Dropout Rate (%)	5.9	6.6	6.1
Graduation Rate (%)	89.2	87.6	89.2
	CA		
Dropout Rate (%)	16.6	14.4	13.1
Graduation Rate (%)	74.7	76.3	78.7

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	76.5%	94.3%	84.4%
African American	0.0%	1.3%	5.7%
American Indian or Alaskan Native	2.9%	1.7%	0.6%
Asian	0.0%	0.9%	8.4%
Filipino	0.0%	0.0%	2.6%
Hispanic or Latino	23.5%	23.1%	39.0%
Islander	0.0%	0.9%	0.5%
White (not Hispanic)	38.2%	61.6%	25.8%
Two or More Races	2.9%	0.4%	1.4%
Disadvantaged	50.0%	51.5%	6.4%
English Learners	0.0%	8.3%	18.8%
Students with Disabilities	17.6%	9.2%	43.9%

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		
2010-11	2011-12	2012-13
1	1	1

During the 2012-13 school year, Chautauqua High held one staff development day; training efforts concentrated on:

- Alignment with Big Bear High School (Math and Science)

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. 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

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
2013	*	Follett Educational Services	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 2013.

cycle for core content materials (English/language arts, math, science, and social science).

On September 18, 2013, 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. 13-14-001 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 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 Mike Ghelber and lead teacher Doug Lane are responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the Principal is district 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 Mike Ghelber previous positions include: Assistant principal, coordinator of Curriculum Instruction / Testing & Assessment, English teacher, and coach.

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 by EADMS 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 2012-13 school year, Chautauqua High School had four 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			
	10-11	11-12	12-13	13-14
Total Teachers	5	5	4	
Teachers with Full Credential	5	5	4	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area	1	0	0	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	0	0	0	1
Teacher Vacancies	0	0	0	0

	BVUSD			
	10-11	11-12	12-13	13-14
Total Teachers	119	121	102	
Teachers with Full Credential	119	121	102	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area	1	1	0	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	1	4	0	2
Teacher Vacancies	0	0	0	0

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:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2012-13	
Chautauqua	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	100.0%	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.

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2011-12 school year, Bear Valley Unified School District spent an average of \$7,924 of total general funds to educate each student (based on 2011-12 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.)

Counselors and Support Personnel (Nonteaching Professional Staff)

2012-13

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

FTE = Full-Time Equivalent

Salary Comparison 2011-12

	BVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,297	38,578
Mid-Range Teacher Salary	64,163	59,799
Highest Teacher Salary	81,648	78,044
Average Principal Salaries:		
Elementary School	94,698	65,442
Middle School	97,977	98,080
High School	105,680	106,787
Superintendent Salary	140,000	150,595
Percentage of Budget For:		
Teacher Salaries	40	37
Administrative Salaries	7	6

Current Expense of Education Per Pupil

2011-12

Expenditures Per Pupil	Dollars Spent Per Student				
	Chautauqua	BVUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - State	% Difference - State
Total Restricted and Unrestricted	7,071	N/A	N/A	N/A	N/A
Restricted (Supplemental)	668	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,403	4,531	141.3%	5,537	115.6%
Average Teacher Salary	69,123	68,659	100.7%	63,166	109.4%

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction Grades K-3 (optional)
- Education Jobs Fund
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing and Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV, X
- Transportation
- Transportation: Special Education

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 October 2013.