

SCHOOL ACCOUNTABILITY REPORT CARD

FOR

2016-2017

Chautauqua High School

Contact Information:
Tina Fulmer, Principal
tina_fulmer@bearvalleyusd.org
525 Maple Lane
Big Bear City, CA 92314
(909) 585-2521



Chautauqua High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Chautauqua High School
Street	525 Maple Lane
City, State, Zip	Big Bear City, CA 92314
Phone Number	(909) 585-2521
Principal	Tina Fulmer
E-mail Address	tina_fulmer@bearvalleyusd.org
Web Site	cths.bearvalleyusd.org
CDS Code	36676373630290

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

School Description and Mission Statement (School Year 2016-17)

Chautauqua High School is located in the eastern region of Big Bear Valley and provides instruction for students in grades 9-12 following a modified traditional calendar. During the 2015-16 school year, a total of 45 students were enrolled. The school's enrollment for 2015 -16 was comprised of 79.6% students qualifying for free and reduced meals and 26.5% students qualifying for special education services. Currently, in the 2016-2017 school year, a total of 53 students are enrolled including 86.8% students qualifying for free and reduced meals, 20.7% students receiving special education services, and 11.3% English Learners.

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.

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.

Vision Statement

Chautauqua High School strives to meet students' academic, personal, and social needs within a safe, structured environment. All students are challenged to accept responsibility for their actions, develop a tolerant and respectful attitude toward others, and make maximum academic progress in reading, writing, and mathematics. Graduates will possess knowledge about future vocational and educational possibilities, and can become responsible, informed citizens.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 10	2
Grade 11	22
Grade 12	19
Total Enrollment	45

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	2.2
Filipino	0
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0
White	71.1
Two or More Races	2.2
Socioeconomically Disadvantaged	80
English Learners	4.4
Students with Disabilities	15.6
Foster Youth	2.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	3	3	4	115
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.4	6.6
High-Poverty Schools in District	93.4	6.6
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

All textbooks used in the core curriculum throughout Bear Valley Unified School District are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials which were adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On September 2, 2015, 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. 15-16-005 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	2003 Holt	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt: Big Ideas Integrated Math I, II, and III 2013 Folett Educational Services 2008 Pearson Calculus 2008 McDougla Littell: Geometry	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	2007 Holt: Physical Science 2007 Pearson: Earth Science 2007 Harcourt" Physics 2007 Pearson: Chemistry 2007 Pearson: Biology	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. 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.

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 site secretary/staff 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.

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November, 2016				
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	Flooring needs replacement and walls need painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Landscaping needs to be completed and asphalt repaired.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November, 2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	13	38	35	40	44	48
Mathematics	0		23	25	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	30	23	76.7	39.1
Male	11	16	13	81.3	30.8
Female	11	14	10	71.4	50.0
White	11	19	15	79.0	40.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	11	25	18	72.0	44.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	30	24	80.0	
Male	11	16	14	87.5	
Female	11	14	10	71.4	
White	11	19	15	79.0	
Socioeconomically Disadvantaged	11	25	19	76.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	8	53	57	54	60	56	54

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	12	12	100.0	8.3
Socioeconomically Disadvantaged	11	11	100.0	9.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

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 twelve sections of CTE courses that are within four Industry Sectors (Arts, Media, Entertainment; Fashion and Interior 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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	n/a
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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 Parent Advisory Group (PAG)

School Activities

Parent Conferences Student Performances

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.00	5.10	8.40	6.00	5.10	8.40	11.40	11.50	10.70
Graduation Rate	90.95	93.39	88.50	90.95	93.39	88.50	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	85	96	86
Black or African American	0	100	78
American Indian or Alaska Native	0	100	78
Asian	0	100	93
Filipino	0	0	93
Hispanic or Latino	78	95	83
Native Hawaiian/Pacific Islander	0	100	85
White	82	97	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	67	84	66
English Learners	0	100	54
Students with Disabilities	65	46	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	6.5	7.5	3.1	4.3	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 November 2016.

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 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	22	4			15	3			18	3		
Mathematics	22	4			15	3			18	3		
Science	22	4			15	3			18	3		
Social Science	22	4			15	3			18	3		

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,815	0	8,815	72,726
District	N/A	N/A	4,574	\$70,227
Percent Difference: School Site and District	N/A	N/A	92.7	3.6
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	55.3	8.0

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2015-2016 school year, the district received categorical, Special Education, and support programs funds for:
Disclosure

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,961	\$42,063
Mid-Range Teacher Salary	\$66,811	\$64,823
Highest Teacher Salary	\$85,016	\$84,821
Average Principal Salary (Elementary)	\$100,575	\$101,849
Average Principal Salary (Middle)	\$104,033	\$107,678
Average Principal Salary (High)	\$112,090	\$115,589
Superintendent Salary	\$149,910	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
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 2015-16)

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

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 Chautauqua High School staff is committed to continual professional growth. Chautauqua High School has seventeen Late Starts. This time is used for professional development, data analysis, discussion of best practices, discussion and analysis of assessments. Teachers also work closely together to analyzing data and modifying curriculum, programs, and/or instruction as needed to improve student achievement. All training and curriculum development activities at Chautauqua High are aligned to the California Content Standards.

- California State Standards
- Expository Reading & Writing Course (ERWC)

* The Leader's Guide to 21st Century Education, 7 Steps for Schools and Districts by Ken Kay & Valerie Greenhill

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

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.