



# 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 2010-11 School Activities Published in 2011-12

#### 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 2010-11 school year, 99 students were enrolled, including 11.9% in special education, 9.2% qualifying for English Language Learner support, and 66.1% 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  
2010-11

Ethnic Group	%	Grade Level	#
African American	1.0%	Grade 9	16
American Indian or Alaskan Native	1.9%	Grade 10	15
Asian		Grade 11	21
Filipino		Grade 12	47
Hawaiian or Pacific Islander	1.0%		
Hispanic or Latino	27.6%		
White (not Hispanic)	66.7%		
Two or More Races	1.9%		
Total Enrollment			99

#### BEAR VALLEY UNIFIED SCHOOL DISTRICT

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

##### Board of Trustees

Randall Putz, President

Dr. Alfred Waner, Clerk of Board

Dr. Kenneth Turney, Trustee

Beverly Grabe, Trustee

Paul Zamoyta, Trustee

##### District Administration

Kurt Madden  
Superintendent

Tim Larson  
Director of Special Programs/  
Personnel

Walter Con  
Director 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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 67.1% 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 710 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 2010-11

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	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

### AYP Performance Level

Number of AYP Criteria Met Out of the Total	5/5	17/26
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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	15	26	31	52	54	55	49	52	54
Math	6	14	18	47	47	50	46	48	50
Science	12	25	30	57	61	65	50	54	57
History	7	11	13	47	45	49	41	44	48

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

2010-11

	Chautauqua							
	African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts		*			12	*	35	*
Math		*			9	*	23	
Science		*			*		24	*
History		*			7		15	*

  

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
	English-Language Arts	27	38	*	29	
Math	29	6	*	14		*
Science	33	*	*	30		*
History	18	6	*	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		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	30	26	50	57	67	66	52.0	54	59
Math	23	25	33	54	57	60	53.3	53.4	56

## California High School Exit Exam

### Tenth Grade Results by Student Group

2010-11

	English-Language Arts			Math		
	Percentage of Students:			Percentage of Students:		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
BVUSD						
All Students	34	31	35	40	42	18
Chautauqua						
All Students	50	22	28	67	17	17
Male	55	18	27	64	18	18
Female	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
White (not Hispanic)	69	15	15	77	15	8
Economically Disadvantaged	44	25	31	62	19	19
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 2010-11, Chautauqua High did not participate in the Title I program and is therefore not required to comply with program mandates.

Title I PI Status 2011-12		
	Chautauqua	BVUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2011-12
Year in PI	N/A	Year 1
# Schools Currently In PI		3
% Schools Currently In PI		43%

*The statistical information in this table reflects the PI status during the 2011-12 school year.*

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/](http://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 2010-11 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/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

## 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.

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

Academic Performance Index Three-Year Performance Comparison									
	Chautauqua Base API Rank:								
	2008		2009		2010				
	Statewide Rank	N/A		N/A		N/A			
Similar Schools Rank	N/A		N/A		N/A				
	Chautauqua			Chautauqua		BVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	91	-12	36	37	663	1,932	799	4,673,818	778
Ethnic Subgroups									
White (not Hispanic)				26	663	1,212	826	1,258,619	845
Other Subgroups									
Economically Disadvantaged				32	673	1,091	761	2,722,527	726

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. A team of custodians 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 October 2011.

### 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 January 6, 2012. During fiscal year 2010-11, 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 2010-11 school year, the district allocated a total of \$394,163 of deferred maintenance funds which were distributed among the schools for repair and maintenance projects.

## 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		
	08-09	09-10	10-11
Suspensions (#)	19	8	6
Suspensions (%)	19.79%	7.92%	5.50%
Expulsions (#)	1	0	0
Expulsions (%)	1.04%	0.00%	0.00%
	BVUSD		
	08-09	09-10	10-11
Suspensions (#)	350	319	252
Suspensions (%)	11.33%	11.02%	9.20%
Expulsions (#)	2	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, 2009-10 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.cdce.ca.gov/dataquest/>.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: January 6, 2012				
Systems	✓			
Interior Surfaces		✓		Kitchen: carpet should be replaced with VCT. Girls' Restroom Small: graffiti, floor old and worn, cracks. Boys' Restroom Small: burns on toilet seat cover box, floor old, holes in walls. Hallway: carpet. Room 3: carpet, stained ceiling tile. Room 2: carpet, stained ceiling tiles. Steve's Office: carpet. Room 1: carpet, ceiling tiles. Custodial Closet: closet needs to be cleaned and inventoried, floor needs to be replaced. 525B: ceiling tiles. 525A: stained ceiling tile, carpet. 525C: carpet.
Cleanliness	✓			
Electrical		✓		Room 3: homeowner cords from TV and clock. Conference Room: homeowner cord, TV not strapped. Room 1: extension cord. 525A: extension cords. 525C: electrical panel blocked.
Restrooms/Fountains	✓			
Safety		✓		Kitchen: fire extinguisher blocked. Hallway: exit sign not lit. Room 2: pull station blocked, microwave. Steve's Office: extension cords. Room 1: exit sign. 525B: electrical panel blocked, fire extinguisher blocked, pull station blocked. 525A: fire extinguisher blocked.
Structural	✓			Outside Grounds: ramps/pests digging in asphalt, entire school asphalt, paint
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*

Dropout and Graduation Rates			
	Chautauqua		
	07-08	08-09	09-10
Dropout Rate (%)	5.6	13.5	13.5
Graduation Rate (%)	91.7	89.5	93.9
	BVUSD		
	07-08	08-09	09-10
Dropout Rate (%)	2.3	2.6	2.4
Graduation Rate (%)	91.7	89.5	93.9
	CA		
	07-08	08-09	09-10
Dropout Rate (%)	4.9	5.7	4.6
Graduation Rate (%)	80.2	78.6	80.4

## 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:			
	2011		
	Chautauqua	BVUSD	CA
All Students	76.9%	91.9%	-

*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		
2008-09	2009-10	2010-11
3	2	1

During the 2010-11 school year, Chautauqua High held one staff development day; training efforts concentrated on:

- Data Analysis
- Articulation

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 7, 2011, 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. 11-12-003 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 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.

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 September 2011.*

Principal Schour has been principal at Chautauqua High for the past 19 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](http://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](http://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 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
- 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/](http://www.cde.ca.gov/ci/ct/).

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

During the 2010-11 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			
	08-09	09-10	10-11	11-12
Total Teachers	5	4	5	
Teachers with Full Credential	4	4	5	
Teachers without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area	0	0	1	
Teacher Misassignments for English Learners	0	0	0	0
Total Teacher Misassignments	0	0	0	0
Teacher Vacancies	0	0	0	0
BVUSD				
	08-09	09-10	10-11	11-12
Total Teachers	145	131	119	
Teachers with Full Credential	139	131	119	
Teachers without Full Credential	6	0	0	
Teachers Teaching Outside Subject Area	1	1	1	
Teacher Misassignments for English Learners	0	1	0	0
Total Teacher Misassignments	0	1	1	0
Teacher Vacancies	0	0	0	0

Teacher Education Levels		
	2010-11	
	Chautauqua	BVUSD
Doctorate	0.0%	0.0%
Master's Degree Plus 30 or More Semester Hours	0.0%	32.0%
Master's Degree	40.0%	23.0%
Bachelor's Degree Plus 30 or More Semester Hours	60.0%	45.1%
Bachelor's Degree	0.0%	0.0%
Less Than a Bachelor's Degree	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
2010-11		
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) 2010-11		
	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: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	BVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,738	39,074
Mid-Range Teacher Salary	64,865	60,172
Highest Teacher Salary	82,540	78,468
Average Principal Salaries:		
Elementary School	97,266	95,926
Middle School	100,679	99,356
High School	108,410	107,041
Superintendent Salary	147,803	148,555
Percentage of Budget For:		
Teacher Salaries	42	38
Administrative Salaries	7	6

## EXPENDITURES PER STUDENT

For the 2009-10 school year, Bear Valley Unified School District spent an average of \$8,106 of total general funds to educate each student (based on 2009-10 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Chautauqua	BVUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,119	5,164	176.6%	N/A	N/A
Restricted (Supplemental)	740	635	116.6%	N/A	N/A
Unrestricted (Basic)	8,378	4,529	185.0%	5,455	153.6%
Average Teacher Salary	63,375	66,584	95.2%	63,062	100.5%

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Arts & Music Block Grant
- CA School-Age Families Education Program
- California Peer Assistance & Review Program for Teachers (CPARP)
- Class Size Reduction
- Early Mental Health Initiative
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing and Major Maintenance Account
- Other Local
- Other State
- School Safety & Violence Prevention
- Special Education
- Staff Development
- State Lottery
- Supplemental School Counseling Program
- Title I, II, III, IV, X
- Tobacco-Use Prevention Education
- 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. Accurate class size and teaching load data for Chautauqua High School was not available for 2008-09, 2009-10, or 2010-11, therefore required statistical data are not in this report. Instructional materials information to prepare this report as was obtained in September 2011 and school facilities information was acquired in January 2012.