

Chautauqua High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Chautauqua High School
Street	531A Maple Lane
City, State, Zip	Big Bear City, CA 92314
Phone Number	(909) 585-2521
Principal	Tina Fulmer
Email Address	tina_fulmer@bearvalleyusd.org
Website	cths.bearvalleyusd.org
County-District-School (CDS) Code	36676373630290

Entity	Contact Information
District Name	Bear Valley Unified School District
Phone Number	(909) 866-4631
Superintendent	Dr. Mary Suzuki
Email Address	mary_suzuki@bearvalleyusd.org
Website	www.bearvalleyusd.org

School Description and Mission Statement (School Year 2019-20)

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. Currently, in the 2019-2020 school year, a total of 36 students are enrolled including 100% students qualifying for free and reduced meals, 19% students receiving special education services, and 19% 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.

Vision

All students graduate educated, inspired, and prepared to pursue their dreams

Mission

It is the mission of Chautauqua High School to educate, inspire, and prepare all students to live successful lives and to assist them in choosing and entering the career paths they desire: college, professional, vocational, military or other. We create individualized learning plans in an innovative and nurturing environment, founded on 21st Century educational principles and practices, putting our students' best interests first.

Chautauqua Student Learning Outcomes (SLO's)

All Chautauqua High School graduates will be 21st Century learners who:

1.- are critical thinkers in reading, writing, math, and science

2.- make informed decisions regarding educational and career choices

All Chautauqua High School graduates will be effective communicators and collaborators who:

3.- read, write, and speak in a clear and analytical manner, considering different points of view

4.- partner successfully with others to solve problems and create new innovative ideas

All Chautauqua High School graduates will be responsible citizens who:

5.- lead healthy, purposeful lives

6.- treat themselves and others with dignity and respect

7.- communicate, contribute and collaborate on a global level

8.- are aware of positive choices with regard to the use of social media and technology

All Chautauqua High School graduates will be life-long learners who:

9.- embrace a growth mindset

10.- know high expectations, resilience, and perseverance are keys to success

BVUSD VISION

All students graduate educated, inspired, and prepared to pursue their dreams.

BVUSD MISSION

It is the mission of Bear Valley Unified School District to educate, inspire, and prepare all students by creating innovative learning environments where students can thrive academically, contribute to society, and lead healthy, purposeful lives.

BVUSD CORE VALUES

Students First

Students come first in everything we do.

Mutual Trust

Mutual trust is essential in all our interactions.

Dignity and Respect

We always treat each other with dignity and respect.

Innovation and Continuous Learning

We embrace innovation and continuously strive to learn and improve.

Growth Mindset and Grit

High expectations and perseverance are keys to success.

Collaboration and Partnerships

Working together, in collaboration and partnership, we make a difference for students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	10
Grade 12	28
Total Enrollment	41

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.4
Hispanic or Latino	31.7
White	61
Two or More Races	4.9
Socioeconomically Disadvantaged	97.6
English Learners	7.3
Students with Disabilities	19.5
Homeless	22

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	3	2	113
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	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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 4, 2019, 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. 19-20-006 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt: Big Ideas Integrated Math I, II, and III 2013 Folett Educational Services 2008 Pearson Calculus 2008 McDougla Littell: Geometry	Yes	0%
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)

Chautauqua High School is temporarily located at the Big Bear High School. The FIT inspection was done at the previous facility which is where CT was located at the time. The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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 staff inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds.

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)

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

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

Year and month of the most recent FIT report: July, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	23	44	47	50	50
Mathematics (grades 3-8 and 11)	11	7	29	31	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	13	86.67	13.33	23.08
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	15	13	86.67	13.33	23.08
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	14	87.50	12.50	7.14
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	16	14	87.50	12.50	7.14
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

The purpose of the CTE program 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; 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. Currently, during the 2019-2020 school year, the School Site Council serves as the CTE Advisory Committee.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.6

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	2.44
2017-18 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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

Committees

School Site Council

School Activities

Back to School Night

Field Trips

Quarterly Parent Conferences for Student Performances

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	36	27.3	34.6	8.9	6.1	7.8	9.7	9.1	9.6
Graduation Rate	44	48.5	23.1	85.6	89.4	85.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	16.9	11.7	13.6	4.8	4.4	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 August 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	6	9			6	8			3	17		
Mathematics	9	3	1		8	4	1		4	8		
Science	2	3			3	3			3	13		
Social Science	2	10			1	5			2	22		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,815	0	8,815	72,726
District	N/A	N/A	4,574	\$77,713.00
Percent Difference - School Site and District	N/A	N/A	92.7	3.6
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	55.3	8.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2019-2020 school year, the district received categorical, Special Education, and support programs funds for:

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,279	\$46,208
Mid-Range Teacher Salary	\$73,687	\$72,218
Highest Teacher Salary	\$93,765	\$92,742
Average Principal Salary (Elementary)	\$116,434	\$134,864
Average Principal Salary (Middle)	\$120,430	\$118,220
Average Principal Salary (High)	\$129,515	\$127,356
Superintendent Salary	\$169,600	\$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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		

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	15	16

The Chautauqua High School team is committed to continual professional growth. Chautauqua High School has sixteen Late Starts. This time is used for professional development, data analysis, discussion of best practices, discussion and analysis of assessments. Additionally, the Chautauqua team collaborates and communicates while analyzing data, modifying instruction, curriculum, and programs to improve student achievement. All training and curriculum development activities at Chautauqua High are aligned to the California Content Standards.

- California State Standards
- Site Collections Training from Comprehensive High School Chair
- AVID Strategies
- Thinking Map Training
- Edmentum

District Training:

- Next Generation Science Standards
- Digital Library
- Quarterly District Articulation
- Quarterly Grade Level Collaboration to create math and ELA units
- Target Solutions
- Common Core State Standards Strategies for Special Ed students
- Collections (ELA adoption)
- EADMS

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, site administration, and district representatives.