



CALIFORNIA DEPARTMENT OF EDUCATION

CAREER TECHNICAL EDUCATION FACILITIES APPLICATION FORM A – COVER PAGE (Rev. 2/07)

Local Educational Agency Contact

Local Educational Agency (LEA)

Chico Unified School District

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Project Information

Type of Project: New Construction ☒ Modernization/Reconfiguration ☐ Equipment Only

School Name

Chico High School

Name of Project

The Chico High School Arts, Media and Entertainment Industry (AMEI) CTE Restructuring plan

Career Technical Education Industry Sector

Arts, Media and Entertainment

Number of Teaching Stations

3FTE

Expected Number of Students Served

432

Square Footage of Project

9,537.5 ft²

Construction Cost Estimate

\$2,233,651.17

Approval

Date CTE Plan Approved by Governing Board

Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Janet L. Brinson

Print Name of Authorized LEA Representative

Janet L. Brinson
Signature of Authorized LEA Representative

7/26/07
Date

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☐ Original Application and Three Copies

☐ Floppy Disk ☐ CD Backup

Application Log Number

Reviewer Number

Date of Review

Received by

TABLE OF CONTENTS

Form A: Cover	1
Project Abstract	3
Project Elements	
Element 1: CTE Plan	4
Element 2: Projections of Student Enrollment	9
Element 3: Identification of Feeder Schools and Partners	10
Element 4: The Accountability Plan	11
Element 5: Educational Specifications and Equipment/Space Reqs.	12
Element 6: Budget Justification/Detail	12
Element 7: Unique Conditions	13
Form B: Educational Specifications and Equipment/Space Requirements	14
Form C: Budget Justification/Detail Sheet	16

CHS Arts, Media and Entertainment Industry Program Expansion

ABSTRACT

Chico High's Arts, Media and Entertainment Industry (AMEI) program, The Academy of Communications and Technology (ACT), has existed for more than 13 years, teaming academic and technology instructors in a successful career path option for students. Presently, ACT targets foundation and pathway standards related to two career pathways (Media and Design Arts and Production and Managerial Arts) of the three pathways identified by the DOE in the AMEI Industry Sector. The Chico High School AMEI CTE Restructuring plan will focus and expand ACT's program into two distinct career pathways, and create and implement a new Performing Arts pathway, thus offering our students a full complement of AMEI Career Pathway Programs.

Restructuring efforts will target the following goals:

1. Increase the number CHS students enrolled in CTE programs
2. Increase the number of Industry Sector Career Path Programs, built around an academy model, offered to CHS students
3. Construct a multimedia production technology platform that will serve as the foundation of certification-level training in all three AMEI Industry Sector programs.
4. Create a model CTE program that demonstrates that the integration of academic content standards, with CTE foundation and career path standards leads to students that are more connected to their education and their future, students that are more positive about school, and students that are more successful academically and in their future careers.
5. Provide outreach to other schools interested in creating similar programs

We are currently 2/3rds of the way into accomplishing our restructuring plan. CTE Facilities funds will complete that plan and have a significant and positive impact on its effectiveness.

Chico High's Drama facility will serve as home to our new Performing Arts pathway. In this facility, a state-of-the-art audio/video production system will be installed, a chroma screen built, and the performance and production areas expanded to better accommodate instruction.

HVAC noise problems will be addressed in the ITECH building (CTE AMEI facility), which will house the Media and Design Arts and Production and Managerial Arts pathway programs. A new prefab recording booth will be added to this facility along with new storage cabinets. A portable storage container will be purchased, alarmed, and located in a secure area adjacent to the CTE AMEI facility which will hold wardrobe items to be used in drama and film production, as well as production/performance equipment. The storage/teacher prep room will receive HVAC, network connectivity and basic furniture modifications to provide AMEI teachers with prep and collaboration areas. Portable and permanent lighting, audio amplification, and audio/video production systems, necessary for instruction in all three career path programs, will be purchased.

As a result of this restructuring plan, facilities will be more efficiently used; teaching will be more effective, and students will be more connected and successful.

Project Elements

Element 1: CAREER TECHNICAL EDUCATION PLAN

Part A: Rationale, Industry Sector, Labor Market

Rationale: As is the case with many California high schools, Chico High School (CHS) has suffered the loss of a number of its CTE programs. Yet as most of these programs are either eliminated entirely or struggle to maintain enrollment, our California Partnership Academy Program, The Academy of Communications and Technology (ACT), is performing exceptionally well. ACT's Arts, Media and Entertainment Industry (AMEI) Sector career path program serves more than 300 students and enjoys strong parental, community, and administrative support. Program data demonstrates student improvement in attendance, standardized test scores, graduation and dropout rates, and indicates that an increasingly high percentage of ACT graduates are going on to postsecondary education or industry sector-related employment.

Unfortunately, space limitations force the ACT program to consistently turn away 50 to 100 freshmen applicants each year. ACT's popularity, coupled with increased student and parent interest and support, suggest a need to restructure and expand the existing AMEI program into three distinct career pathway programs, each one incorporating the partnership academy structure that has proven successful for the ACT program.

The restructuring plan we propose will enhance CTE opportunities and improve academic achievement for students by accomplishing the following:

1. Expanding and focusing ACT's existing single career path program into three distinct career path offerings within the Arts, Media, and Entertainment Industry sector.

Currently, ACT's instruction focuses primarily on Media and Design Arts pathway standards while addressing some of the standards identified in the Production and Managerial Arts pathway. ACT's advanced course offerings will be expanded into two distinct career pathways: Media and Design Arts, and Production and Managerial Arts. In addition, a new Performing Arts pathway will be modeled on the academy structure, with a primary focus on performance, and an additional instructional emphasis on the areas of production, and promotion. Performing Arts pathway students will produce, promote, and perform drama, dance, music, poetry, etc. at a wide variety of local venues such as coffeehouses, retirement homes, elementary and middle schools, and community service organizations. This addresses the needs of students interested in performing arts-related careers *on or off* the stage.

2. Reconfiguring the drama facility to include a state-of-the-art performance-audio/video production studio. The CHS CTE restructuring plan will take an underused performance facility and expand it into a multimedia production teaching platform by enlarging the sound booth area and installing live/production sound and video systems to accommodate the new Performing Arts Career Path Program, while supporting instruction in all three AMEI pathways.

3. Reconfiguring the HVAC and storage areas in the CTE building to facilitate the expanded AMEI program. An old, noisy HVAC system, located in the CTE building which houses the existing AMEI technical classes, will be reconfigured and acoustically treated as will the wall and ceiling surfaces in the studio rooms. A storage area will be

converted into a teacher work area and a secure, portable storage container will be added. A stage lighting system will be replaced in the sound stage area of the building.

District monies are funding the first stages of our reconstruction plan; refurbishing our CTE and drama facilities. For the most part, these facilities effectively meet the needs of the existing programs. However, the expansion of our AMEI program will necessitate some physical expansion as well. As we increase our career pathway offerings and as we "gear up" to teach our students how to effectively operate modern, state-of-the-art equipment representative of that found at the workplace in their chosen career areas, we will need to address some immediate and specific challenges. Those challenges, and our proposed steps to address them, are as follows:

The need to expand and modernize teaching stations

- Create a live audio/recording lab in the drama facility to accommodate the needs of all three AMEI programs and to allow for the level of instruction necessary to prepare students for certification in the recording field. The Restructuring plan calls for the back wall of the sound booth to be moved twenty feet back from its present location. This facility expansion is critical to making the booth a viable teaching environment.
- Add a prefabricated recording booth into the sound stage area in the ITECH audio recording studio for voice-over work, audio replacement for film assignments, and audio recording activities.
- Address noise problems generated from the HVAC system in the ITECH building which have made professional quality recording in the studio impossible. This will include alterations to physical placement and structure of the existing HVAC system and the installation of sound reduction surfaces and traps in the effected areas.
- Reorganize an existing store room to create teacher work stations.
- Purchase, alarm and install a large storage container to store wardrobe and performance equipment.

The need for industry-standard equipment to better prepare students for certification

- Purchase professional quality studio and live performance audio and lighting systems. Performing Arts Program students will learn to operate and maintain the equipment in both the studio and in live, remote performances, addressing the interests of students attracted to the performance or support aspects of the sector.
- Replace the thirty-five year old stage-lighting system that serves the sound stage facility (a large room in the ITECH AMEI facility designed to accommodate set construction, filming, and audio production)
- Purchase state-of-the-art television broadcast production equipment and integrate it into the AMEI instructional program, thus enabling AMEI instructors to address a number of production skills not currently taught in the AMEI program.
- The back wall of the drama facility will be converted to a professional chroma-key screen that will be covered by a curtain for performances

Industry Sector employment opportunities: According to the *CTE Framework for California Public Schools*, "The Arts, Media, and Entertainment sector is big business in California. This dynamic industry sector is relevant statewide...it includes jobs that require a vast range of creative and technical knowledge and skills." The U.S. Department of Labor Bureau of Labor Statistics (www.bls.gov) states that California employs nearly 7 times more Multimedia Artists and Animators (film, video, audio,

computer artists) than its nearest competitor, Washington, and pays an annual mean wage (\$74,760) that is more than \$14,000/year greater than the closest state, New York.

Chico mirrors the rest of California in that job opportunities created by the lively arts community in our area, as well as in radio, TV, web design, and advertising, have grown significantly. Our focus on performance, technical production, and promotion through the three AMEI Career Path Programs addresses those occupational trends in Chico and across the state. It also allows us to connect with the music, drama, recording arts, and media programs at our local CSU and community college.

Currently, the Chico area is home to eight community and university-based theater programs, as well as several major concert venues drawing performers from a wide range of musical genres. Additionally, the region is experiencing a rapid growth in media-related businesses: a local survey showed that the area within 75 miles of Chico is home to 22 television and 63 radio stations, 60 web design companies, 177 advertising-related companies, 50 video production companies, and 27 A/V production and consultation firms. We have close working relationships with many of these firms, and our students are employed by, and even own some of these companies.

Although job opportunities have significantly increased in the Chico area, a large number of Chico High's AMEI students go on to post-secondary education and ultimately to work in locations throughout the state and country, employed by web companies, recording studios, magazine publishers, public relations firms, concert production companies, etc. In small cities like Chico we serve our students best when our CTE programs prepare them for their future occupations regardless of where they are eventually employed.

The media industry is one of California's largest employers. It is difficult to determine accurate numbers of persons employed in media-related occupations because media skills are used in a vast array of professions. EDD has generated the following projections for state-wide employment in a few occupations associated with the Arts, Media, and Entertainment Industry Sector which indicate that related occupational areas will be experiencing solid increases in job openings through 2014.

Occupational Title	Employment 2004	Employment 2014	Percentage Change	Annual Job Openings
Arts, Design, Entertainment, and Media Occupations	416,100	493,700	+18.6	7,760
Art and Design Workers	111,300	128,900	+15.8	1,760
Multi-Media Artists and Animators	25,500	30,100	+18.0	460
Entertainers and Performers, Sports and Related Workers	179,600	218,000	+21.4	3,840
Producers and Directors	19,600	24,400	+24.5	480
Musicians and Singers	22,300	27,000	+21.1	470
Media Workers	79,700	93,000	+16.7	1,330

Employment opportunities summary: The technical skills our students acquire, particularly in the areas of technical audio, video, and stage production and promotion,

can be transferred to a number of occupations. By preparing them to take on multiple roles within the performing and production arts arenas, we will provide our graduates with the tools necessary to assure a satisfying and rewarding career; that is, after all, our real goal.

Part B: AMEI Advisory Committee:

As required by California *Education Code* Section 8070, Chico High's ACT program has an active career technical education committee, which offers program recommendations and acts as a liaison between the district and potential employers. This industry-based committee includes representatives from media-related business and industry and local theaters, as well as parents, teachers, site administration, Butte Community College, CSU Chico, and students. In addition, the Chico Unified School District has a CTE advisory committee which provides oversight to all the different CTE in programs in the district. Membership of this committee is comprised of district administration, CTE teachers, a site administrator, students, and business owners. The purpose of this committee is to address the needs of existing CTE programs while focusing on improvement, and expansion of programs to meet the needs of students and industry sectors. Rosters for both advisory committees, including each member's affiliation and contact information, are shown below.

ACT/AMEI Advisory Committee:

Name	Affiliation	Contact Information
Abdel Moaty Fayek	IntelliMicro Inc.	530 891-7587
Preston Pope	Idyllwild Studios	530 321-9081
Danielle Gimbal	Theatre Etc.	530 680-8736
Ron Pope	ACT Director	530 321-9421
Eric Nilsson	CUSD SLC Coordinator	530 228-8692
Doug Wion	CHS Counselor	530 891-3026
Ben Alavi	KEVO web design	ben@benalavi.com
Luke Scherba	StudioOne Ballroom	530 345-9465
Joe Asnault	AMEI Instructor	530 891-3026 ext. 354
Chris Persson	ACT Coordinator	530 570-3823
Dan Carter	CSU,Chico Instruc.Media Ctr.	
Daniel Donnelly	Butte CC	
Shahid Iqbal	Computers Plus Computers	530 891-7587
Jim Hanlon	CHS Principal	530 891-3026
Gail Holbrook	Blue Room Theater	GHolbrook@csuchico.edu
Phil Ruttenburg	Chico Cabaret Theater	530 895-0245

District Career Technical Education Advisory Committee:

Name	Affiliation	Contact Information
Kelly Staley	Interim Superintendent	kstaley@mail.chicousd.org
Sara Simmons	Director II, Innovative Programs	ssimmons@mail.chicousd.org
Mary Leary	Director, M&O/Transportation	mleary@mail.chicousd.org
Michael Weissenborn	Facilities Planner	mweisse@mail.chicousd.org
Janet Brinson	Director, Categorical Programs	jbrinson@mail.chicousd.org
Jocelyn Allen	CHS Student	
Miles Peacock	PVHS Industrial Arts Teacher	mpeacock@pvchico.org

Vance Jarrard	PVHS Student	vjarrard@yahoo.com
Sheri Zeno	FVHS Teacher	szeno@mail.chicousd.org
Joanne Parsley	BJHS Principal	jparsley@mail.chicousd.org
Linda Zorn	ROP	zornli@butte.edu
Fred Davis	CEPCO	FD6724@aol.com
John Pereira	CEPCO	johnp@rush-personnel.com
TBD	Employment Development Dept.	
Norm Nielsen	Chico Chamber of Commerce	NNielsen@chicoelectric.com
Darci Bruggman	PVHS Parent Rep	dbruggma@mail.chicousd.org

Part C: Administrative Support of Career Pathway Programs

Chico High School administration has demonstrated its support of Career Pathway Programs and its belief that all CHS students should be given the opportunity to participate in CTE programs in the following ways:

- ACT and AG Barn (an agriculture pathway program) have been given priority on the master schedule; the same was true for STAGE (a Specialized Secondary Program in performing arts, which is providing the foundation for our AMEI performing arts pathway). The administration is aware that programs that team CTE and academic instructors, and that share students, require program structures that facilitate collaboration and integration. For that reason, career pathway programs are accommodated when the master schedule is created.
- When common preps are requested by career path instructors, the administration makes every effort to accommodate those requests.
- Career path instructors are assigned rooms that allow close proximity to their fellow team teachers.
- The CHS administration organizes visitations to feeder schools where career path programs share information about their programs with students about to become CHS freshmen.
- The CHS administration organizes a parent night designed to allow CTE and other instructors and students to share their programs with parents of incoming freshmen.
- The school bulletin contains news from career path programs each month.
- The CHS administration greets new career-based instructional strategies and career path structures with enthusiasm
- The CHS Principal serves as a member of the ACT/AMEI Advisory Committee.

It is precisely because of the consistent site and district administration support of the existing AMEI program, and the site administration's efforts to disseminate information to all incoming students about the efficacy of career pathway and SLC options that the CHS CTE Restructuring Team is confidently moving to restructure and expand the CTE offerings at Chico High School.

Part D: Certification, Standards, Course Sequences, and Career Pathways State Board Adopted CTE Standards, Course Sequences and Career Pathways:

ACT academic and CTE instructors have worked together for more than 13 years, identifying academic and CTE standards and developing strategies to support their instruction in all career path classes. Presently, ACT instructors are working to identify concepts and benchmarks and to create instructional and assessment methodology related to the new AMEI foundation and pathway standards identified in the California Career Technical Education Model Curriculum Standards for all three identified pathways. The following chart illustrates the proposed CTE offerings in each career path.

	Media and Design Arts	Production and Managerial Arts	Performing Arts
9 th	Computer Technology Foundations – AMEI Foundation Course	Computer Technology Foundations – AMEI Foundation Course	Computer Technology Foundations – AMEI Foundation Course
10 th	Intro to Media Tech - Design	Intro to Media Tech - Production	Intro to Performance Technology
11 th	Advanced Media Projects – (animation, graphics, desktop publishing, etc)	Advanced Media – Production and Marketing	Advanced Performance I
12 th	Studio Production-The Art of Film - Capstone	Studio Production – Media Promotion- Capstone	Professional Performance/ Production - Capstone

All AMEI CTE courses are, or will be, aligned to the California Career Technical Education Model Curriculum Standards, supported by related integrated instruction in career path academic courses.

Certification: At this time, most certification in the media field is performed through certified training schools and test centers such as Sacramento City College, USC, and UCLA. That is certainly true for the higher-level programs—including DigiDesign Pro Tools, Adobe Premiere, After Effects, PageMaker, PhotoShop, and Maya—that are currently being taught in Chico High’s AMEI program, ACT. Our goal is to teach AMEI students to a level that will prepare them for success if they elect to attend such schools or centers and seek certification. To that end, AMEI students will receive training on Digidesign ProTools audio production systems with a course authorized by the Digidesign Corporation. Likewise, we will continue to train our students on state-of-the-art hardware and software, and assist those students interested in obtaining industry certification.

Element 2: PROJECTIONS OF STUDENT ENROLLMENT

Part A: Projected Enrollment

The CHS CTE Restructuring Team has determined the number of pupils expected to enroll in the AMEI career path programs using the following information: The ACT program presently serves more than **300** students. The program is deliberately bottom-loaded: the majority of students are enrolled in the freshman and sophomore introductory program components, while the more specialized, advanced junior and senior program components, by design, serve fewer students. When the CTE Restructuring Plan is implemented, AMEI students will be offered an increased number of advanced (junior/senior course) options. Student surveys indicate that many

students, who leave ACT as juniors, do so because they are not interested in the junior/senior focus on film, and that a significant number will opt to remain in the program when presented with advanced course options. The expansion of the existing AMEI program and the addition of the new Performing Arts Pathway will result in adding at least 2 classes to the number already in place. Initially, we expect to enroll at least 108 students/grade level, resulting in **432** students served.

Part B: Meeting our Enrollment Goals

CHS AMEI instructors take an active roll in the guidance, counseling, recruitment, and enrollment of incoming 8th and 9th grade students.

The ACT/AMEI coordinator works closely with parents and directly with counselors who meet each spring with incoming freshmen to develop their four-year plan and schedules. Communications is key in assisting students and parents in making educational program decisions. To that end, the Coordinator spends hundreds of hours each year in direct contact with parents and students, assisting in the development of their educational plans.

Counselors are kept apprised of all program matters by the Coordinator, and work with her to help identify students, especially at-risk students, that would benefit from the SLC characteristics, career theme, and teacher collaboration that is built into the AMEI academy program structure.

In addition, ACT staff and students disseminate information to students and parents through feeder school and public presentations, parent nights, flyers, and newsletters as described in Element 1, Part C.

The system works. As indicated earlier in this report, the current AMEI program (ACT) typically receives 50 to 100 more applicants than it can accommodate. Since its first year of full program implementation, enrollment in the ACT freshman program has always been greater than the 105 students it accepts.

Element 3: IDENTIFICATION OF FEEDER SCHOOLS AND PARTNERS

The following stakeholders participated in the development, articulation, review and approval of the CTE Plan:

Name	Affiliation	Contact Information
Andy Wahl	Chico Junior High	awahl@mail.chicousd.org
Korey Williams	Marsh Junior High	kwilliam@mail.chicousd.org
Maureen Foerster	Parent	
Laurie Taylor	Parent	
Irvin Anfoso	Student	(530) 894-8715
Gina Metzger	Student	
Abdel Moaty Fayek	IntelliMicro Inc.	530 891-7587
Preston Pope	Idyllwild Studios	530 321-9081
Danielle Gimbal	Theatre Etc.	530 680-8736
Ron Pope	ACT Director	530 321-9421
Eric Nilsson	CUSD SLC Coordinator	530 228-8692
Doug Wion	CHS Counselor	
Ben Alavi	KEVO web design	ben@benalavi.com
Luke Scherba	StudioOne Ballroom	530 345-9465
Joe Asnault	AMEI Instructor	530 891-3026 x 354
Chris Persson	ACT Coordinator	530 570-3823

Shahid Iqbal	Computers Plus Computers	530 891-7587
Kim Gimbal	CUSD Music Instructor	530 893-3421
Phil Ruttenburg	Chico Cabaret Theater	530 895-0245
Gail Holbrook	Blue Room Theater	GHolbrook@csuchico.edu

Geographic proximity of other similar programs:

Our sister high school (5 miles away), Pleasant Valley High School (PV), offers a stand-alone class in video production. While the course does not offer a complete CTE pathway, it does an excellent job of introducing students to video production. PV students who discover a serious interest in the Arts, Media and Entertainment Industry sector could have the option to explore three career pathways in that area at CHS.

Pleasant Valley High School has been awarded a Specialized Secondary Program (SSP) grant that will support the creation of an art academy program. Their academy will concentrate on painting, drawing, ceramics, and other "hands-on" art. This will nicely complement our program which, with the exception of our performance component, focuses almost entirely on computer-based art creation.

Pleasant Valley High School also has a drama program that is traditional in nature and not designed as a CTE Career Path program. The CHS AMEI CTE pathways will offer Chico Unified students a valuable career-focused option in the Arts, Media and Entertainment industries.

Both Butte College and CSU Chico have extensive computer art and media programs that will articulate well with our Media and Design Arts and Production and Managerial Arts pathways. Our capstone ACT senior class, Advanced Studio Production, is already articulated with Butte College for 2+2 credit. Articulation for capstone courses for each new career path program will be negotiated and implemented.

ELEMENT 4. THE ACCOUNTABILITY PLAN

Part A: The CHS AMEI Program accountability plan

Chico High School's present AMEI program has been a California Partnership Academy Program for more than seven years, and was recognized at the CPA State Conference this year as one of the top two CPA programs in California. Partnership Academies are required to monitor the number of academy students entering employment in related industries, apprenticeships, or the military, as well as the numbers of CPA students that successfully transition into postsecondary institutions, both in programs related to the academy's career focus or in other areas of study. The ACT program shares the data collected each year with CUSD administrators (weekly meetings), school board members (board presentations), parents (news letter and parent boosters meetings), and academy advisory committee members (advisory meetings). Data drives change in ACT, which plays a major role in the continued success of the program. Data will drive the development and evolution of all CHS AMEI Career Path Programs.

The Academy Program Coordinator will continue her responsibilities to ACT and extend those responsibilities to the new AMEI program pathways, which will fall under the management umbrella of the ACT Program. STAR test data, API scores, and CAHSEE results will be collected through SASI. Student, parent, mentor and post graduation surveys will to be used to collect data and anecdotal input. The coordinator

will also continue her direct communications with counselors, students, parents, and our community/business partners. Data will be distributed as described above.

As indicated earlier in this report, certification on equipment and software taught in CHS AMEI programs is performed at authorized training and testing centers. Program instructors will work with hardware and software companies to acquire training for our instructors, with the possibility of eventual authorization for on-site certification. The modifications to the drama facility will provide our staff and students with a first-rate audio/video production studio capable of supporting the level of training required to obtain certification in the audio and video production specialty areas. AMEI students will also receive certification-level training in Pro Tools, Adobe's Premiere, After Effects, PageMaker, and PhotoShop, and Autodesk's Maya.

Part B: Meeting our obligations pursuant to Education Code Section 51228(b)

Chico High and Chico Unified School District administrations supported the creation of the Academy of Communications and Technology (ACT) Program, and have continued to strongly support its implementation and growth. It was, in part, their commitment to a "head, heart and hands" approach to education that resulted in Chico High and, ultimately CUSD, receiving two Smaller Learning Communities federal grants. Through these grants, administrators, teachers and local businesses are working together to support existing smaller learning communities and to create new similar communities, most of which are dedicated to a "rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry." (*Ed Code Section 51228(b)*).

The district and school site support programs that work. The continued success of the ACT Program, (see assessment data and Element 4 Part A), have emphasized what CUSD administrators already knew: that students learn best when they are engaged in programs that connect their interests, talents, and career aspirations to their educational experiences.

ELEMENT 5. EDUCATIONAL SPECIFICATION AND EQUIPMENT/SPACE REQUIREMENTS SHEET Part A -

See Attached: Form B (*for capital cost per pupil also see Form B*)

ELEMENT 6: BUDGET JUSTIFICATION/DETAIL SHEET

Part A - See Attached: Form C

Part B: Financial participation of our Industry Partners in building and equipping the facilities

While most of our program support from business partners comes in the form of participation as mentors in the ACT mentor program, where more than seventy business partners are matched each year with academy juniors (a financial equivalent of more than \$60,000), considerable support has been provided as described below:

Computers Plus: This business partner has participated in program development and assessment for more than 10 years. They provided discount prices on the program's 50 new computer-based/video editing stations (\$20,000); free tech

support in computer system design (approximately 50 hours) \$3,750; free repair of computer-based equipment used in the AMEI program (\$4,500).

Idyllwild Studios: Idyllwild Studios provides support for the development of the CHS AMEI programs in the following ways : designing, installing ITECH recording studio system (\$1,500), providing free upgrade and repair assistance for ITECH Pro Tools system (\$500), providing free consultation on the design of the new Venue system to be installed in the drama facility (approx.\$1,500).

VideoMaker Magazine: Donated audio/video production software (\$1,450), DVD authoring software (\$400), and video production hardware (\$400).

CSU Chico: Is providing students to serve as technical mentors for advanced ACT AMEI students. Additionally, instructors offer facility tours and demonstrations to all ACT AMEI classes, and the University has donated equipment for use in the AMEI program: Crown audio amplifiers for performance and studio monitoring (\$1,200), equipment storage flight cases (\$300), stage lighting equipment (\$120).

Butte County Schools – Butte County Schools donated the following equipment for use in the AMEI program: Tascam DA 20-MKII Mini DV Master Recording deck (\$399), Microboards Ultraplex 40 CD multi-duplication system (\$895), Presonus VXP Professional dual-channel studio microphone preamp (\$626), Tascam CD-150 CD mastering deck (\$239), Furman PL-8 Power distribution system (\$160), Professional rolling equipment rack (\$329)

Much of the equipment needed to facilitate the creation and implementation of the AMEI Career Path Programs, as described in the CHS CTE Restructuring plan has been provided through California Partnership Academy, Carl D. Perkins and district funds, or has been donated as indicated above. With the exception of the facility expansion and modification described in the Restructuring Plan, the district is addressing facility issues necessary to support the AMEI program using district funding.

ELEMENT 7: UNIQUE CONDITIONS

We are 2/3rds of the way to accomplishing our reconstruction goals. We are in the unique position that, with relatively little new financial investment, and building on significant district and local financial support already invested in the plan, we can put in place three, state-of-the-art Arts, Media and Entertainment career pathway programs. Much of the plan, primarily funded through district funds, has been completed. CTE Facilities funds will make it possible to complete that plan and will have a significant and positive impact its effectiveness. The district and community made a serious commitment to supporting the development of CTE programs by directing funds to our programs and facilities. With the help of CTE Facilities funds, the full reconstruction plan can be realized.

As the last stages of the restructuring plan are implemented, CHS AMEI staff will open our facilities and meet with other schools interested in exploring the possibilities of instituting some or all of the programs' structure and instructional strategies as well as facility designs implemented in the CHS AMEI Restructuring Plan.



CALIFORNIA DEPARTMENT OF EDUCATION

CAREER TECHNICAL EDUCATION FACILITIES APPLICATION FORM B – EDUCATIONAL SPECIFICATIONS AND EQUIPMENT/SPACE REQUIREMENTS SHEET (Rev. 2/07)

Use additional sheets as necessary.

Type of Project: <input checked="" type="checkbox"/> New Construction <input checked="" type="checkbox"/> Modernization/Reconfiguration <input type="checkbox"/> Equipment Only		
County Butte	Project Tracking Number	Expected Number of Students Served 432
Local Education Agency Chico Unified School District	Name of Project CHS AMEI CTE Restructuring Plan	
Name of School Chico High School	Proposed Schematic Drawing Attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Project Summary

Generally describe the scope of the career technical project and its educational goals.

The CHS AMEI CTE Restructuring Plan has established the following goals: 1. to increase the number of CTE options presented to CHS students, 2. to package these options into proven program structures, 3. to create a state-of-the-art Arts and Media Entertainment Center that serves as a live performance facility as well as a first-rate audio/video production studio that will make it possible to provide certification-level instruction in the audio recording field, and 4. to address facility issues that are negatively impacting teaching and learning.

Restructuring activities will expand CTE AMEI offerings to accommodate 432 students in three CTE pathways.

The capital cost per pupil is \$5,170.49. This total includes funds used to reconfigure the CTE AMEI and drama facilities, divided by the projected total number of students to be served each year. $\$2,233,651.17 / 432 \text{ students} = \$5,170.49$

Program and Space Functionality

Describe the program activities for this career technical project/equipment and how the teaching station will support those functions.

The CHS AMEI CTE Restructuring Plan will: 1. complete the development of a comprehensive, four year, Arts, Media and Entertainment Industry (AMEI) career path program, offering three career path options; 2. reconfigure and expand the drama facility to house the new Performing Arts Career Path program and to include a state-of-the-art performance/audio/video production studio; and 4. rectify HVAC, storage, facility impact, and teacher prep station issues.

Drama facilities changes will support the new Performing Arts pathway as well as provide a state-of-the-art performance and production center capable of training students to certification levels in the recording arts field. Changes, modification to the ITECH facilities will support and improve instruction in Media and Design Arts and Production and Managerial Arts pathways.

Space and Equipment Requirements

List required equipment needed to support the career technical project and the square footage requirements for all its other spaces (teaching station, storage, office, lab, lecture area, etc.). Please attach a schematic drawing of the proposed project.

Drama facility: Equipment: Digidesign Venu / ProTools HD recording system, Leviton intelligent lighting system, microphones, Chroma Key Screen, portable audio and lighting equipment, DataVideo CCS-M2 studio video production system.
Square Footage Requirements: sound booth teaching area addition 1,000 Ft²,

Teaching area total = 4,367 Ft²
ITECH facility: Equipment: Pro Tools LE 24 Studio Package recording system, Dove System 24 lighting system
Square Footage Requirements: prefab recording booth = 48ft² (in existing facility),
Reconfigure equipment room into teacher work area = 458.5 ft² (in existing facility),
install portable metal storage unit 160 ft², Teaching area total = 5170.5 ft²

Functional Relationship to Site

Describe how the new construction or modernized building will impact other areas of the site.

The expansion of the drama facility will eliminate a 50' X 20' cement sidewalk area, which will have no impact on the campus. The addition of a sound booth and the reconfiguration of the HVAC system in the ITECH facility will in no way impact other areas on campus.

Site Development Considerations

Provide, if any, additional site development needs associated with the career technical project.

No additional site development is necessary.

CAREER TECHNICAL EDUCATION FACILITIES APPLICATION

FORM C – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 2/07)

One Form per School Site, per Project

Local Education Agency Chico Unified School District	Project Name CHS AMEI CTE Restructuring Plan
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Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each project or equipment description, list the associated costs. Please use additional sheets as necessary.

Project/Equipment Description	Subtotal Each Item
Drama facility:	
1. *Reconstruction of drama facility to include larger performance and audience areas. (20% district funds=\$112,044)	\$560,219.00
2. *Expansion of drama facility sound booth: The new Performing Arts Pathway Program will be housed in Chico High's drama facility. While the facility itself is quite satisfactory, the live audio/recording system must be replaced to accommodate the needs of all three AMEI programs and to allow for the level of instruction necessary to prepare students for Pro Tools certification. Presently, there is room for no more than 3 individuals in the sound booth. This was fine when the facility was being used as a traditional drama facility and only the teacher and aides needed to work in the booth. Obviously, this is not conducive to teaching in a CTE program where all students need to be trained on supporting technical equipment. In fact, the booth as it is configured cannot accommodate the equipment needed for this element of the AMEI program. The Restructuring plan calls for the back wall of the drama facility to be moved 20 feet back from its present location. This is the most expensive piece of the restructuring plan, but it is critical to making the drama facility a viable teaching environment for the Performing Arts Career Path Program.	\$450,000.00 (1000 ft ² @ \$450/ft ²)
3. Chroma Key Screen: This screen will be located on the	\$475.00

<p>back wall of the stage area. The floor to wall joint will be reconstructed to be a continuous curve. The entire wall and floor area will be painted with a chroma-pure color and a protection covering will be added.</p>	
<p>4. Digidesign Venue recording system with Pro Tools link and Pro Tools HD system. This system will make it possible to teach live automated sound engineering as well as ProTools certification-level recording skills to students in the Media and Design Arts Career Pathway and students focusing on performance support systems in the Performing Arts Pathway. The Venue system is by far the most expensive piece of equipment we will have to purchase. The system is however, modest in cost, yet extremely powerful, when compared to the majority of live sound reinforcement mixing systems used professionally.</p>	<p>\$77,051.85</p>
<p>5. Studio quality microphones: These microphones will be used for live drama, instrumental, vocal, and recitation performances required of students enrolled in the Performing Arts Pathway. 8) Shure SM58, 8)Shure SM57, 1) Audix DP-5A, 6) Audio Technica U853A, 2) Shure KSM44</p>	<p>\$5,143.73</p>
<p>6. The following items are will be used in on and off campus performances required of all Performing Arts Pathway students. Students in the all three AMEI pathways will receive training on this live performance equipment:</p>	
<p>3) Bose L1 Model II systems with Tone Match Audio Engine @\$2998.00</p>	<p>\$8,994.00</p>
<p>1) CarvinTRX153-44T speaker and amplification system</p>	<p>\$9,499.00</p>
<p>1) Yamaha Motif XS8 synthesizer</p>	<p>\$3,199.00</p>
<p>1) Portable MTB Stage Lighting System</p>	<p>\$3,429.00</p>
<p>7. A DataVideo CCS-M2 video studio system will be installed in the drama facility to support in-house video production of live performances. The combination of the audio and video production systems installed in this facility will turn the theater into a professional quality a/v production center, facilitating instruction on tools that our students will be expected to operate in the workplace.</p>	<p>\$19,234.00</p>
<p>8. Intelligent Lighting system – Computerized stage lighting system which will be used to teach theater and live stage lighting production skills.</p>	<p>\$13,078.12</p>

<p>AXKP Leviton Professional AXIS PC Based Lighting Controller AXKE Leviton AXIS Lighting Controller Expander AXS Leviton AXIS Lighting Controller Software 3) Coemar PROSPOT 250 LX 3)Elation Powerwash 250</p>	
<p>ITECH Facility:</p>	
<p>1. *Reconstruction of CTE facility to accommodate AMEI Career Path Program (ACT) (100% district funds)</p>	<p>\$1,006,885.00</p>
<p>2. Purchase and install Pro Tools Digidesign LE24 Studio Bundle recording system in CTE AMEI studio.</p>	<p>\$13,759.00</p>
<p>3. WhisperRoom MDL 7296 E Sound Isolation Enclosure with ventilation package: The ITECH facility audio recording studio is used nearly 100% of the school day for voice-over work, audio replacement for film assignments, and audio recording activities. In fact, students typically make use of the studio before and after school (the labs are kept open 2 hours after school each day) and on weekends as well. The increased demand that will result from program expansion will make it necessary to add a prefabricated recording booth into the Sound Stage area which will be used for the activities described above and as the primary recording booth for audio recording performed in the Sound Stage itself.</p>	<p>\$11,115.00</p>
<p>4. Reconfigure and sound proof HVAC system in the sound stage, isolation booth and control room: Noise problems generated from the HVAC system have made professional recording in the studios impossible. The control room, isolation booth, and sound stage were well designed to eliminate outside noise that would render the facility useless to produce quality audio recordings. However, the old, original HVAC system was retained, and nothing was done to isolate the noise it creates from entering the rooms and, consequently, the recordings. This has greatly reduced the quality of recordings possible in the ITECH studio facility. Remedies will include alterations to physical placement and structure of the existing HVAC system as well as the installation of sound reduction surfaces and traps in the effected areas.</p>	<p>\$17,000.00</p>

<p>5. Purchase and alarm a portable storage unit to store wardrobes and performance equipment: As class sizes have grown, storage and equipment security has become a serious problem. A large storage container will be purchased, alarmed and installed in a fenced-in, protected area near the Sound Stage facility, which is a large room designed to accommodate set construction, filming, and audio production. The container will be used to store costuming as well as sound and lighting equipment.</p>	\$4,420.00
<p>4. Dove System 24 permanent stage light system for the AMEI sound stage: The thirty-five year old stage-lighting system that served the sound stage facility has failed, and replacement parts are no longer available. A new low-voltage controlled stage lighting system will be installed in this facility.</p>	\$9,500.00
<p>5. Reconfigure storage room as teacher work area: Presently, AMEI teachers have no protected, private work areas or place to meet for collaboration. Some AMEI teachers have no prep area available in or near the AMEI instructional facilities. The existing store room will be reorganized to accommodate teacher work surfaces. HVAC system and network connectivity will be added. Add additional storage cabinets in sound stage to accommodate items moved from storage room.</p>	\$12,700.00
<p>6. Install acoustic blankets on soundstage walls and ceiling. This acoustic treatment will further reduce the sound generated by the HVAC and other noise sources, making more professional recordings possible in the sound stage facility.</p> <p>*Includes the following: Architects' fees (calculated at 25% of total construction cost) Inspectors' Fees (calculated at \$45/hour) Department of State Architect (DSA) Fees for structural and ADA compliance requirement; calculated at .007% of total construction cost) Advertising: Because project total cost exceeds \$100,000, it must be advertised for a formal bid. Contingencies: Calculated at 10%</p>	\$7,950.00

Total project cost		\$2,233,651.17
Total Match Amount \$1,128,199	Source of Match District Funds	
Time Payment Required <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Financial Support from Industry Partners \$38,269.93	
Other Sources of Funding Carl D. Perkins, Chico Foundation, District Department Budget, California Partnership Academy, State Reconstruction		