



Chico Unified School District



COME JOIN US!



From Gold Rush to Graduation

A brief history of education in Butte County and the formation of Chico Unified School District

IN 1848, the discovery of gold drew thousands to the Butte County region. Those who came seeking their fortune also sought education for their children as they established local townships.

Early schools, located mainly along the Feather River, grew to 22 districts in less than 15 years and served almost 1,400 children ages 4 to 18. The school term lasted less than six months, for which teachers were paid a scant \$365.

The need for schooling continued to grow, and Chico's first public school opened in 1861. It lasted only five months, but paved the way for the opening of Chico Elementary School a year later.

Chico's first public school building, Salem Street School (also known as "Old Brick"), opened in 1866, and operated for almost a century before closing its doors in 1964. An important symbol of the community, the school was praised by the Chico Weekly Courier—a now-defunct newspaper—which called it "the best school house in Northern California" in an article dated March 17, 1866.

Local women hosted a Calico Ball to raise money for a school bell, which they procured from Fire Company No. 4 in San Francisco for \$259. Today, the bell still resides in front of the Chico Unified School District office at East 7th

and Linden Streets.

Several more elementary schools opened over the years, followed by Chico High School in 1902 and the junior high school program in 1950. By April 1963, Butte County's Master Plan called for the schools to unify, prompting the start of Chico Unified School District in 1965.

Barbara Copeland, a retired Board of Trustees member who served the district from 1964 to 1973, recalls the transition to unification was a smooth one. She was also the sole female board member during the 1960s.

"It was an entirely different culture," she said of the era's prevailing attitudes. "The Chamber of Commerce would host a dinner and invite the school and community leaders, but they invited only men."

Copeland held her ground, gaining the respect of her fellow Trustees, who eventually nominated her as board president, a position she held for several years.

"I never had any question I could do it," she asserted. "My family was very education-oriented."

Busing, teachers' pay, and a parent's comical suggestion that the district install a PA system to eavesdrop on teachers and students in the classroom were some of the topics the board grappled with during Copeland's tenure.

"Educating children is an incredibly significant and challenging charge given to us by the community. We are privileged to live here and assume this responsibility."

"We didn't follow the suggestion about listening in on classrooms," she said. "The parent thought we were teaching her kids to be radical. We weren't, of course, but the goal of education is to teach people to think."

Today CUSD serves approximately 12,000 students year-round at 21 schools, employs 1,400 people, and teacher salary and benefits have increased to an average of \$62,000 annually. Bob Feaster, assistant superintendent for human resources, spoke of CUSD's tremendously important role in helping to raise Chico's children.

"Educating children is an incredibly significant and challenging charge given to us by the community, he said. "We are privileged to live here and assume this responsibility."

CUSD'S AWARDS AT A GLANCE

California Distinguished Schools status:

Elementary schools:

- Emma Wilson Elementary
- Shasta Elementary
- Marigold Elementary
- Hooker Oak Elementary
- Rosedale Elementary

Junior high schools:

- Marsh Junior High
- Bidwell Junior High

High schools:

- Pleasant Valley High
- Chico High

Golden Bell Awards (from California School Boards Association):

- Marsh Jr. High's Model Autism program
- Outstanding K-8 program elementary student support: CUSD Primary Intervention Program (PIP)

- Outstanding junior high/intermediate school intervention/remediation program: Center for Alternative Learning (CAL)
- Outstanding multi-level/district-wide student support program: Every 15 Minutes
- Fair View High's Young Parent Program

National Blue Ribbon School:

- Chico High

Model Continuation High School:

- Fair View High



Reaching Out to the “Real World”

Schools partner with community entities to maximize learning experience



Chico High welding students Chase Thompson and Emily Nava greet the locals on a trip to Africa, where they helped rural villagers dig wells.

THE cornerstone of any healthy community is its schools, where the next generation not only acquires knowledge and skills necessary to be productive adults, but also come to understand their greater roles and responsibilities in the world around them. Likewise, a strong school system is dependent on the support and involvement of its surrounding community.

For these reasons and more, CUSD has always worked hard to foster strong relationships with businesses and organizations throughout Chico and Butte County. From elementary school onward, CUSD students interact with the greater community for mutual benefit. This community involvement is even more important for high school students as they ready themselves for the transition to the world outside of academia.

“Our jobs are not only to educate our kids, but also to connect them with life after high school,” said Chico High School Principal Jim Hanlon. “It helps them understand that the things they learn in the classroom apply to real life and the real world.”

Hanlon detailed several ways that CHS partners with the outside community, first noting that a group of students working outside the building were special-needs students involved in ongoing landscaping and campus beautification projects. The program is supported by Sutherland Landscape Center and Lowe’s Home Improvement.

Hanlon also said CHS is one of the few local facilities to own not one, but two 3-D printers, heralded by many as the future of manufacturing. These assets make partnering with the high school particularly attractive to many local architecture and design firms.

Hanlon said students, working with Butte Regional Transit, recently used the printer to create a scale mock-up of a future transit center. One student used the printer to help his father—a local surgeon—design a new pin they hope will improve hip-replacement procedures. And when Chico-based water-container company Kleen Kanteen asked for help designing new leak-proof lids, the students printed a prototype now being mass-produced in China for all of their products.

As Chico is an agricultural community, Hanlon noted that CHS partners with many area farmers

and agricultural companies, and this interplay often leads to real-world employment.

One agricultural project even carried a group of six students all the way to Africa. CHS welding teacher Ronnie Cockrell explained that he was approached by Ron Reed, a Chico attorney who founded the Kilolo Star Water Project to dig wells in Tanzania. The students first installed one of these wells, powered by solar energy, at the CUSD’s farm on Henshaw Road.

Reed then invited a group of six students to Tanzania to help people in need. Cockrell said he and the students took a 14-day trip that involved flying to Dar es Salaam by way of Dubai, followed by a 10-hour bus ride to a rural African village.

“OUR JOBS ARE NOT ONLY TO EDUCATE OUR KIDS, BUT TO CONNECT THEM WITH LIFE AFTER HIGH SCHOOL.”

“Three of them had never been on a plane before, so it was a real second-to-none experience for them,” he said.

While there, the students found they could best serve the community by teaching locals how to weld. Cockrell feels the Tanzanian trip was nothing short of life-changing for the students.

“The paths they were on previously have been changed because of their experience,” he said. “Two of them are now considering the Peace Corps.”

CUSD’S COMMUNITY PARTNERS*

- Bidwell Angels
- Butte College
- Chico Area Recreation and Park District
- Chico Fire Department
- Chico Police Department
- Chico Rotary
- Chico State University
- Chico Stewardship Network

- Costco
- Friends of Agriculture
- Golden Apple Insurance
- Habitat for Humanity
- Kleen Kanteen
- Let’s Move! Chico
- Lowe’s Home Improvement
- M&T Ranch

- PG&E
- ProPacific Fresh
- Sutherland Landscape Center
- Target
- Thomas Welding

*A partial list. Contact Superintendant Kelly Staley at kstaley@chicousd.org if your business is interested in becoming a partner with CUSD.

Classrooms Virtualized

CUSD utilizes the latest tech tools to help students learn

PROPERLY educating students in the modern world requires constantly keeping up with the latest technologies. As CUSD's director of technology, Jason Gregg helps meet this challenge and ensures the district has the best possible tools to keep students plugged in.

Smart Boards, introduced six years ago and now found throughout the district, are like old-school white boards made much more interactive, Pleasant Valley High science teacher Ray Barber explained. A Smart Board is a touch-sensitive white board onto which a normal computer screen can be projected. The board can be manipulated much like a smartphone touch screen as the user's fingertips click links or drags images.

Barber, who has taught at PV since 1991, embraces the advances.

"I love teaching using my instructional technology tools," he said.

Technology allows students to learn from experts all around the globe. Chico Junior science teacher Mary Anne Pella-Donnelly utilized

her experiences with Polar Trec—a program in which teachers help conduct research in the polar regions—to allow her students to learn from web conferences with scientists in Anchorage, Alaska, the University of Hawaii, Cordova, Alaska, and Aberdeen, Scotland.

During the web conferences, students ask scientists direct questions, making the experience unique for each class. Pella-Donnelly said the conferences, made possible by a \$30 web cam, have created a great educational opportunity for her students.

Another promising tech tool introduced to students last year at Neal Dow Elementary School is the NEO writing pad. Roughly the size of a piece of binder paper and approximately an inch thick, it has a full-sized keyboard with a six-by-two-inch readout window. The NEO helps younger students learn writing and composition skills. It also uses Renaissance Learning software to display test questions or to give the instructor instant feedback during class. Gregg said several other CUSD schools are considering using them as well.

But Gregg said one of the most significant technological advances in the CUSD system is "virtualization" of classrooms and libraries. Computers used to be loaded with software like Windows 7 individually, a costly and time-consuming process. But with virtualization, the software is now stored on servers in the CUSD headquarters and loaded to entire networks of computers at once. Another advantage of

ONE OF THE MOST SIGNIFICANT TECHNOLOGICAL ADVANCES IN THE CUSD SYSTEM IS "VIRTUALIZATION" OF CLASSROOMS AND LIBRARIES.

virtualization, Gregg said, is that it allows pupils to transfer software and assignments onto their own computer devices.

Last year, a student was unable to attend classes for several weeks due to medical reasons, but used virtualization to load his lessons to his laptop and managed to successfully study from home, Gregg said.

"Students now don't have to wait for the computer lab to open to get their assignments," he said.

CUSD TECH SPECS

- 6,000 computers in inventory district-wide, 5,632 of which have been active since May 2013.
- More than 250 network switches and 281 wireless access points to connect computers to the internet.
- More than 120 laser printers and 85 multifunction printers (copiers).
- More than 100 servers and approximately 50,000 gigabytes of data.
- 14,000 computer accounts for staff and students.
- Five computer technicians, seven network analysts, part-time clerical support and a director managing the district's technology.



Rising to the Top

Catching up with two CUSD graduates who have excelled after high school.

BRAD PARKS

EVEN among a wide array of highly successful CUSD graduates, Brad Parks stands out. Now just 29 years old, Parks is currently the producer of CNN's popular *Piers Morgan Live*.

Through his current position and as former producer of CNN's *Larry King Live*—CNN's most-viewed and longest-running program—he's



Brad Parks pictured with Larry King and President Barack Obama.

worked with the likes of presidents Jimmy Carter, Bill Clinton and Barack Obama, Israeli Prime Minister Benjamin Netanyahu, the Dalai Lama and even Libya's former dictator, Moammar Gadhafi.

"I still use the support and knowledge I got from my Chico Unified teachers today," Parks said from his Time Warner office in New York City. "If I need to set up a live shot in Moscow, I use the communications skills I learned in high school."

Parks was class president of three CUSD schools—Sierra View Elementary, Bidwell Junior High and Pleasant Valley High, the last of which he graduated from in 2003. Following high school, he pursued a degree in international political economy at the University of California, Berkeley, where he landed an internship with CNN. Parks recalled being extremely excited when a position opened with *Larry King Live*.

"I still use the support and knowledge I got from my Chico Unified teachers today."

"I lobbied like hell for the job," Parks said. "I shock and awed the whole network."

Parks considers Morgan and King good friends, and though he is compensated well for his work, he acknowledges he's "not quite at the Aaron Rodgers level."

Parks gives special credit to his high school English teachers, whom he said were "vigorous, but very effective."

"I look back on my days at CUSD as important," he said.

NAHSHON GARRETT

IT'S safe to say that Nahshon Garrett, named college wrestling's Ivy League Rookie of the Year last spring, values his memories of going to school in Chico.

"It was great growing up in my different learning stages within the CUSD system," Garrett said. "I experienced a lot of good moments."

Garrett attended CUSD from kindergarten through high school, graduating from Chico High School in the spring of 2011. Garrett's relationships with Chico High teachers and staff members were so strong that when he comes back to Chico, he makes a point of visiting them. He's particularly fond of his humanities teacher, Ms. Stephanie Starmer, and his wrestling coach, Keith Rollins, whom he described as "one of my best friends."

"I made lots of [student] friends at Chico High, but I really like hanging out with the staff."

Rollins became more than a coach to Garrett, whose father died when Garrett was young. Rollins mentored Garrett on the mat, in school and about life, becoming a father figure that helped steer Garrett toward making quality decisions regarding his education and wrestling career.

"I made lots of [student] friends at Chico High, but I really like hanging out with the staff," Garrett said.

He capped his high school wrestling career by becoming the first Northern Section wrestler to win the California state championship twice. Now a standout wrestler at Cornell University in New York, Garrett finished his freshman year this spring with an impressive 42-5 record. He was named a college All-American when he took third place in the NCAA Division I championships last March, defeating two-time national champion Matt McDonough of the University of Iowa along the way.

Overall, he believes his experience at CUSD schools effectively readied him for life after high school.



Chico's Nahshon Garrett following a victorious wrestling match for Cornell University in New York.

State of the Arts

The arts remain a central part of instruction at CUSD

THROUGHOUT history, the arts have been recognized as an integral part of a well-rounded education. While some people today argue arts programs in public schools are unnecessary, artistic instruction at CUSD is still a high priority.

“Many people don’t realize it, but art is considered a core academic subject by the state (of California),” said Todd Filpula, band leader and music teacher at Chico High and Chico Junior High.

“The arts offer different styles of learning,” Filpula continued. “They develop both sides of the brain and improve overall intelligence. Research shows that the arts help students succeed in school and on standardized tests like the SAT.”

Unfortunately, arts programs are often the first to face cuts due to dwindling budgets. But CUSD teachers have become adept at doing a lot with a little, and administrators and the community have shown strong support of art and music programs. As a result, they are alive and well within the CUSD system.

Studying the arts helps develop creative thinking and problem-solving, explained Reta Rickmers, department chair of visual and performing arts for Pleasant Valley High School. Some students may pursue careers in art, but most take what they learned in their art and music classes and use it in the pursuit of other careers.

“Fine arts and graphic arts are some of the most important classes you can take, because we live in such a visual society and culture,” said Savannah Gosselin, a recent PVHS graduate who is attending Cal Poly, San Luis Obispo this fall as a major in political science. “There are a variety of ways to use art in a career. It has helped me learn to solve problems, think creatively and see things from different perspectives.”

Art class is also a safe, nurturing environment for students that may be struggling academically or socially, said Pennie Baxter, department chair of visual and performing arts for CHS. Art students are typically open-minded and accept differences among their peers, she said, and art class may be what motivates such a student to wake up and go to school each day.

The variety of visual-arts classes available at the district’s high schools include drawing, painting, ceramics, sculpture, airbrush, stained glass, photography, Photoshop, and digital arts.

Baxter emphasized that while traditional art classes are important, skills learned through more modern, technical classes—such as computer and digital art—help our students succeed in an increasingly complex and technology-based society.

While the visual arts have managed to hold steady, the performing arts have struggled the past few years. The band programs for sixth-graders and in two of the district’s junior highs were eliminated several years ago, which resulted in a lack of experienced musicians to feed into the programs at the high schools.

However, band classes are making a comeback, said music specialist Kim Gimbal. The sixth-grade band program came back last year, and Gimbal saw tremendous interest and excitement among fifth-graders for next year. The hope is that all three junior highs will have band programs this year or the next.

Other performing arts classes available to students through the district include choir, dance and drama.



“THE ARTS DEVELOP BOTH SIDES OF THE BRAIN AND IMPROVE OVERALL INTELLIGENCE.”

ARTS FOR ALL!

Parents, alumni and the community also contribute to keeping arts instruction at CUSD strong. Arts for All is a nonprofit booster club that raises funds to provide grants to teachers of the arts in the CUSD. For more information, visit www.artsforall.wordpress.com.

More than the Three R's

Modern education addresses the needs of
“the whole and every child”

“With the help of these programs, they can focus on academics rather than being preoccupied with other troubles.”

BACK when most current CUSD parents were students themselves, getting an education was an altogether different experience. The primary focus boiled down to learning the “Three R’s”—reading, ’riting and ’rithmetic. Help and support resources for kids beyond these basics were limited, and the few that existed were available only by special request.

Much has changed in the last decade. Modern education extends to meeting the peripheral needs of students, with the idea being that this strengthens their overall educational experience and better facilitates learning. This philosophy is sometimes referred to as “the whole and every child.”

To this end, CUSD has adopted and developed programs to address children’s nutrition, physical and psychological health, bullying issues, learning challenges, and much more. Further, school facilities are often open and available from roughly 6 a.m. to 6 p.m., with before- and after-school programs offering additional education, enrichment and recreational opportunities, some of which encourage parents to get more involved with their child’s educational development.

“Our goal is that school shouldn’t be this separate entity, but should rather involve parents as much as possible and make their child’s education a part of their lives,” said Janet Brinson who, in addition to overseeing before- and after-school programs, helps coordinate state and federal funding to make these peripheral programs possible. “CUSD

partners with parents, who ultimately know best what their children need to succeed, in order to best address all of their needs.”

Numerous nutritional programs go beyond ensuring no child goes home hungry, aiming to educate them about the importance of nutrition as well. Children facing academic hurdles are offered numerous programs to help them get a better grasp on a subject. Enrichment opportunities are available to teach kids everything from taekwondo to how to play a ukulele. Counseling is available for children of all ages to help them deal with problems at home or on the playground, and, as of this year, CUSD is offering a transitional kindergarten program—currently offered at half of the district’s elementary schools—to prepare young children for their school experience.

Brian Holderman, a first-grade teacher at Marigold Elementary School, oversees this program and is also deeply involved in anti-bullying measures. He said elementary students throughout the district are coached in a program called Toolbox, which uses a set of 12 non-verbal cues to help with conflict resolution and behavior problems. Older

students have other programs that focus on group communication.

“Having them meet and talk through issues like this as a class really gets them to think about how they treat each other,” Holderman said. “If students feel safe at school, their minds can focus on learning rather than worrying about what that bully is going to do to them at recess.

“With the help of these programs, they can focus on academics rather than being preoccupied with other troubles.”



Elementary students participating in the Farm to School program, one of many aimed at supporting the peripheral needs of CUSD students.

INTERVENTION PROGRAMS

- **Primary Intervention Program:** Addresses the social and emotional needs of students in kindergarten through third grade who may be experiencing difficulty adjusting to school.
- **Tool Box Project:** Teaches fourth- through sixth-grade students the skills to build resiliency, self-regulation and empathy. Listening and communication skills, as well as treating others with kindness and appreciation, are emphasized.
- **Counseling services:** Counselors are available to students at all of the junior highs and high schools in

the District. Counselors can assist students with academic, personal and social concerns.

- **Be A HERO:** one component of the District’s anti-bullying resources. A HERO is a student who practices Honesty, Empathy and Respect and knows that it only takes One to make a difference.
- **Parents on a Mission:** a program for parents aimed at developing parent leadership in our community, building

the family unit and gang prevention.

- **Peer Mediation programs:** Several of the junior high and high schools have programs in which students learn conflict resolution skills to help their classmates resolve disagreements appropriately.
- **Orientation programs:** The junior highs and high schools provide programs, (Link Crew, for example) to assist students transition to a new school.

Planting Healthful Seeds

CUSD nutritional programs emphasize importance of healthy, locally grown produce

“YOU’RE the reason my kid eats lettuce,” a parent once told Flo Hamilton. It couldn’t have made her happier.

“Mission accomplished!” Hamilton exclaimed, raising her arms victoriously to the sky. “As a gardening teacher, that’s what touches me the most.”

Hamilton loves her job. As an after-school enrichment activity offered through three CUSD programs—the Garden Program, After School Program and Farm to School—and a partnership between CUSD and the Chico Area Recreation and Park District, she teaches children how to grow their own foods at the gardens at Rosedale and Citrus elementary schools. Parkview, McManus and Chapman elementary schools also have similar gardens.

“WE’RE EMPHASIZING FRESH FRUITS AND VEGETABLES AND ALSO LOCALLY PROCESSED AND PREPARED MEALS.”

The program is funded by a federal Farm to School grant obtained by the district. Tanya Harter, a nutrition specialist with CUSD, said the grant was one of only 30 given out across the nation. “We’re deep into it,” Harter said. “We have a lot of great local things happening. We’re emphasizing fresh fruits and vegetables and also locally processed and prepared meals.”

Hamilton takes students on field trips to Chico High to work with Future Farmers of America students in the greenhouse. “We let them do as many fun things as we can. We grow and harvest, and eat what we grow. See that lettuce over there in the ground? That’s what we’ll eat next week. We learn where food comes from—the garden, not the store.

“When kids learn we can grow our own food, they say, ‘Wahoo!’ They really get excited about it.”

Harter said Hamilton’s efforts “get kids in touch with where their food is coming from, and teaches them to eat foods as they originate [rather than eating processed foods]. This generation is growing up with Cheetos and [fast-food], and it’s a proven fact that these types of programs help kids learn to eat more healthfully. That’s our biggest goal.”

CUSD serves around 9,000 meals a day—including 5,000 lunches—five days a week. Harter added that choosing food produced by the nearby farmers supports local agricultural businesses, and also reduces the amount of vehicles on the road delivering foods from outside the area.

“I think kids are eating better, because they know where their foods come from,” said Shanon Payne, CUSD Afterschool Program coordinator. “They built these

raised boxes [at Rosedale] with their own hands. Here in the garden they learn about math, science, life cycles ... It’s been amazing; parents are commenting. It’s a community effort, and kids are so happy to come out and do this.”

The garden at Citrus School, started 12 years ago, is the largest in the district. It grows chives, cherry tomato vines, lettuce, chard, parsley, artichokes, mandarins and strawberries. In a recent session, Hamilton and the children picked lettuce and strawberries to make a salad with olive oil and rice vinegar.

“They loved it,” Hamilton said. “It had a big impact—bigger than you might think.”



Flo Hamilton (left) teaches CUSD elementary students how to grow their own food and encourages healthy nutritional choices with support from Vince Enserro, director of Nutrition Services (right).

SCHOOL LUNCH GETS HEALTHFUL

On July 1, 2012, new federal nutrition standards for lunch at public schools went into effect, and CUSD is rising to the challenge by providing well-balanced meals to provide students the nutrition they need to succeed in school. Under the new standards, schools must prepare meals that meet the following requirements:

- No more than 10 percent of calories can come from saturated fat and schools must eliminate added trans-fat.
- School meals must meet age-appropriate calorie minimums and maximums.

New standards make school lunch a wholesome affair at CUSD

- Schools must gradually reduce sodium levels in school meals.
- Cafeterias must offer larger servings of vegetables and fruit with every school lunch, and children must take at least one serving.
- Schools must offer a wide variety of vegetables, including at least a weekly serving of legumes, dark green and red or orange vegetables.
- Milk must be fat-free or 1 percent (flavored milk must be fat-free).
- By the 2014-15 school year, all grains offered must be whole-grain rich.

Building for the Future

Measure E funds set to enhance student learning at all district facilities



Measure A construction currently in progress at Pleasant Valley High School.

CUSD is currently working on a facilities master plan for Measure E funds, a two-step process began in April of this year, said Mike Weissenborn, director of facilities and construction for the district.

Late last year, voters living in the CUSD passed Measure E, a \$78 million bond measure that authorizes funding for necessary repairs, upgrades, and new construction projects for the district's schools. A 55 percent majority was required for approval; Measure E passed with 63.32 percent of the vote.

Measure E will provide CUSD students with a better learning environment by making repairs and upgrades to existing classrooms and school facilities. Some of the facilities, such as playing fields, are also used by the general community.

Step one of the process is compiling an inventory of all school sites and grading them based on site condition, building condition, educational suitability and technological readiness. The district and its architects are using physical inspections and input from staff, teachers, parents, and community leaders. During the past several months, the district has prepared a School Facilities Needs analysis that identifies major repairs and upgrades that need to be made.

Examples of the specific types of projects identified include improving student access to computers and modern technology; repairing and replacing leaky roofs; replacing deteriorating plumbing systems; replacing energy-inefficient heating, ventilation, and air-conditioning systems; and modernizing outdated classrooms, restrooms and school facilities.

The second step is to filter the information to develop a list of specific projects that are in the best interests of students, teachers, staff and the community, and prioritize them, said Weissenborn. Architects will then put packages together to provide cost estimates.

The objective is to have the master plan finalized by this October and start construction early in 2014. Implementation and construction will likely be spread out over a 10-year period. In order to maximize the Measure E funds, the district will pursue matching funds from the state, said Weissenborn.

"We're confident that with proper planning, the completed projects will be high quality, energy efficient, and able to support new technologies well into the future," said Julie Kistle, construction manager for the district.

The measure is a general obligation bond program. Investors buy the bonds, which

are typically repaid over 25 to 30 years. The repayment comes from a tax on residential, commercial, agricultural and industrial property located within the district. Measure E will not increase the current annual tax rate, but will extend the estimated tax rate of \$45.50 per \$100,000 of assessed valuation that property owners are currently paying.

By law, all Measure E funds have to be spent locally and cannot be utilized by the state. Annual audits are also required by law, and no bond money can be used toward salaries for CUSD employees. To that end, an independent citizens' oversight committee has been established to ensure the money is spent properly.

Much of the construction currently underway in the district is being funded through Measure A, a \$48 million bond passed by voters in 1998 for which the district received \$11 million in matching funds.

"With proper planning, the completed projects will be high quality, energy efficient, and able to support new technologies well into the future."

MEASURE A STILL AT WORK

Even after \$33.5 million in completed improvements to all of the district's school facilities, funds for Measure A—approved back in 1998—are still hard at work. Here's a look at Measure A projects currently underway:

- Chico High School's Lincoln Hall and Fitness Lab: project began June 4, 2012, with a bond allowance of \$11 million.
- Pleasant Valley High School's new classroom building: project began Dec. 1, 2011, with a bond allowance of \$14 million.
- Fair View High School's construction technology shop: project began Aug. 6, 2012, with a bond allowance of \$870,000.
- Inspire School of Arts and Sciences' portable classrooms at CHS: project began July 9, 2012, with a bond allowance of \$575,000.

Books Over Hoops

Despite standout athletic career at Chico High School, Burak Karatekeli has grounded expectations for college

"That would have been my route, and sports would have been my life, but I have excelled in school and I've put in a lot of effort."



Burak Karatekeli catching a pass in a Chico High School football game against cross-town rivals Pleasant Valley High School.

YEARS before he was a standout basketball and football player at Chico High School, Burak Karatekeli watched his older brother, Kayhan, play both sports for the Panthers.

"I grew up around Chico High," Karatekeli said. "My brother went there, and I went to all of his games. Ever since then, I've loved it."

The recent graduate would have been on both the basketball and football teams all four years of high school if not for a knee injury that kept him off the football field his junior year, and though some have told him his best sport is football, Karatekeli believes he's at his best on the basketball court. This past season, he led the team in scoring and rebounds. During his freshman and sophomore years, the basketball team's record was 50-2.

Given his athletic success, it seems natural he would continue either sport at the collegiate level, but he's opted to focus on academics instead. Though he will try out for San Diego State's basketball team as a walk-on this fall (rather than take a guaranteed spot on a junior college team), Karatekeli said he will be content with continuing his education if he doesn't make the cut.

Karatekeli said that his brother's often difficult path to Division II football made him reconsider his own collegiate options.

"My brother had a few pretty good offers out of high school," Karatekeli said. "He had a half-ride to UC Davis, but he thought he could [get a better scholarship offer] and went to Butte College."

Kayhan suffered injuries in both his freshman and sophomore seasons at Butte College, finally getting on the field and receiving an offer from South Dakota School of Mines and Technology in his third season. Karatekeli demonstrated a grounded, mature attitude in explaining his decision to immediately attend a four-year university rather than following his brother's footsteps.

"That would have been my route, and sports would have been my life, but I have excelled in school and I've put in a lot of effort," he said. "I saw how things didn't go exactly as planned for him with all the injuries, and how it's kind of a gamble."

"I decided to pursue my education, because that's really why I'm going to school."

Making a Splash

Swimmer Grace Hernandez of Pleasant Valley High School bound for Purdue University this fall

AS the daughter of a nationally competitive swimmer, Grace Hernandez was in the pool at an early age.

Her mother, Jill—who has earned multiple gold medals in U.S. Masters Swimming competitions—recalled how Grace naturally took to swimming as a 4-year-old enrolled in the Chico MiniJets program.

"She would get in the pool and just swim right to me," Jill said.

Grace, now a Pleasant Valley High School graduate, will begin her Division I collegiate swimming career with Purdue University in Indiana this fall. While she currently spends a good part of each day in the pool at In Motion Fitness, training for her upcoming season, she didn't get serious about swimming until a little over a year ago.

"Junior year, I started thinking I wanted to swim in college," she said. "So, I didn't have a life last summer—I would swim, go to the gym, work, swim, go to sleep and do it all over again."

As she continued training, her lap times steadily came down. She began sending her recorded times to college coaches, including the coach at Purdue. Incidentally, Grace competed in a meet in Indianapolis that fall.

"It was pretty crazy," Grace said. "[Coaches] couldn't talk

to us until the last day of the meet after finals. We came out into the lobby and there were college coaches everywhere."

There, Grace met the coach from Purdue, who had watched her race and expressed interest in recruiting her. After a weekend trip to visit the campus later that fall, Grace signed her letter of intent to attend Purdue.

Grace attributes much of her success to PVHS coach Christine Lockhart, who is also a family friend.

"I loved my coach," Grace said. "I think it was something I needed to have—I was really close to her and she made it a good environment. I got to be a captain this year, and that was an experience."

Though she is clearly excited about her upcoming college experience, Grace maintains it's too early to say how far she will pursue her swimming career.

"I'm sure I'll keep swimming; it's something you can do the rest of your life," she said. "After college though, I might want to take a break. It's a lot of work."



Grace Hernandez is training hard for her upcoming season with the Purdue University swim team.

"I loved my coach. I think it was something I needed to have—I was really close to her and she made it a good environment."

Better Across the Spectrum

Marsh Junior High recognized for its exceptional work with autistic students

THE students in Marsh Junior High School's Model Autism program—all of whom have moderate to severe disabilities—have benefited from an innovative, award-winning approach to educating special-needs students since the program's implementation.

In 2010, MJH was selected by the National Professional Development Center on Autism Spectrum Disorder as one of three model autism sites in California. The school was awarded a grant to refine the implementation of five* "evidence-based practices" intended to improve autistic students' social, behavioral and communication skills—the three major deficits along the autism spectrum.

THE FIVE EVIDENCE-BASED PRACTICES ARE:

VISUAL SUPPORTS: pictures, schedules, or other visual prompts.

SELF-MANAGEMENT: interventions to help independently regulate behavior.

SOCIAL NARRATIVES: describing target behavior.

SOCIAL SKILLS GROUPS: meetings of two to eight students guided by an adult facilitator.

VIDEO MODELING: highlighting a targeted behavior or skill.

* Additional components of the program include training regular educators and parents to effectively use evidence-based practices, and peer mentors who work with autistic students on social skills, conversation bridging, respect and boundaries, information seeking, and greetings.

In 2012, MJH's Model Autism program won the Golden Bell Award, in which the California School Board Association recognizes "sustainable, innovative or exemplary programs that have been developed and successfully implemented by California teachers and administrators."

Since the program's implementation, teachers have seen "tremendous difference" in their students.

SPECIFIC EVIDENCE OF SUCCESS INCLUDES:

INCREASED INVOLVEMENT IN A REGULAR EDUCATION SETTING:

One autistic student with severe sensory issues was integrated into a physical education class. At first, he would stand 30 feet away from his peers during warm-ups. Now, through the use of visual supports and self management, he participates in warm-ups with the rest of the class.

IMPROVED SELF-MANAGEMENT OF BEHAVIORS:

At the beginning of the year, one student was able to complete only three of 36 steps presented during a food-preparation lesson. Now, through use of a visual support, he is able to make an English muffin pizza independently.

Another student has used a visual support to monitor whether the volume of his voice is at an appropriate level for the situation.

INCREASED ABILITY TO ESTABLISH MEANINGFUL RELATIONSHIPS AND MORE UNDERSTANDING BETWEEN ALL STUDENTS:



Cameron Goodson participated in the Marsh Junior High School's Model Autism Program last year and is attending Chico High School this fall.

While peer mentors involved with the autism program have certainly helped autistic students develop their social and communication skills, the benefits extend both ways—peer mentors and regular-ed students across campus have a better understanding of autistic students and their desire to communicate with their classmates.

FEWER BARRIERS THAT HAVE TRADITIONALLY SEPARATED AUTISTIC STUDENTS FROM THEIR NON-DISABLED PEERS:

As evidence-based practices allow autistic students to engage more with their classmates, they are more accepted by their peers (whereas without the improved understanding associated with applying evidence-based practices, autistic students may have been the target of bullying).

MORE ON SPECIAL EDUCATION

State and federal law ensures that "all individuals with exceptional needs have available to them a free, appropriate public education and related services to meet their unique needs."

CUSD provides a host of services to special-needs students and their families to make sure those needs are met. CUSD can help with:

- identifying a student with special needs.
- providing a referral.
- assessing appropriate services and placement.
- developing an Individualized Education Program (IEP).
- informing a parent of their rights.
- providing designated instruction and service.
- providing Special Day Classes.

For more on CUSD's special education programs, go to <http://preview.tinyurl.com/specialCUSD>

Schools in the CUSD System

HIGH SCHOOLS



CHICO HIGH
901 Esplanade, Chico, 95926
<http://chs.chicousd.org>
(530) 891-3026
Principal: Jim Hanlon
jhanlon@chicousd.org



**INSPIRE SCHOOL OF THE
ARTS AND SCIENCES**
901 Esplanade, Chico, 95926
<http://inspirecUSD.org>
(530) 891-3090
Principal: Eric Nilsson
enilsson@chicousd.org



PLEASANT VALLEY HIGH
1475 East Ave., Chico, 95926
<http://pvhs.chicousd.org>
(530) 891-3050
Principal: John Shepherd
jshepherd@chicousd.org

JUNIOR HIGH SCHOOLS



BIDWELL JUNIOR HIGH
2376 North Ave., Chico, 95926
<http://bjhs.chicousd.org>
(530) 891-3080
Principal: Judi Roth
jroth@chicousd.org



CHICO JUNIOR HIGH
280 Memorial Way, Chico, 95926
<http://cjhs.chicousd.org>
(530) 891-3066
Principal: Pedro Caldera
pcaldera@chicousd.org



MARSH JUNIOR HIGH
2253 Humboldt Rd., Chico, 95928
<http://mjhs.chicousd.org>
(530) 895-4110
Principal: Jay Marchant
jmarchant@chicousd.org

ELEMENTARY SCHOOLS



CHAPMAN ELEMENTARY
1071 E. 16th St., Chico, 95928
<http://chapman.chicousd.org>
(530) 891-3100
Principal: Ted Sullivan
tsulliva@chicousd.org



CITRUS ELEMENTARY
1350 Citrus Ave., Chico, 95926
<http://citrus.chicousd.org>
(530) 891-3107
Principal: Shirley Williams
swilliams@chicousd.org



EMMA WILSON ELEMENTARY
1530 W. Eighth Ave., Chico, 95926
<http://emmawilson.chicousd.org>
(530) 891-3297
Principal: Kim Rodgers
krodgers@chicousd.org



HOOKER OAK ELEMENTARY
1238 Arbutus Ave., 95926
<http://hookeroak.chicousd.org>
(530) 891-3119
Principal: Sue Hegedus
shegedus@chicousd.org



**JOHN MCMANUS
ELEMENTARY**
988 East Ave., Chico, 95926
<http://mcmanus.chicousd.org>
(530) 891-3128
Principal: Ted Sullivan
tsulliva@chicousd.org



**LITTLE CHICO CREEK
ELEMENTARY**
2090 Amanda Way, Chico, 95928
<http://littlechicocreek.chicousd.org>
(530) 891-3285
Principal: David Murgia
dmurgia@chicousd.org



MARIGOLD ELEMENTARY
2446 Marigold Ave., Chico, 95926
<http://marigold.chicousd.org>
(530) 891-3121
Principal: Rhys Severe
rsevere@chicousd.org



NEAL DOW ELEMENTARY
1420 Neal Dow Ave., Chico, 95926
<http://nealdow.chicousd.org>
(530) 891-3110
Principal: Marilyn Rees
mrees@chicousd.org



LOMA VISTA ELEMENTARY
2404 Marigold Ave., Chico, 95926
<http://lomavista.chicousd.org>
(530) 879-7400
Principal: Eric Snedeker
esnedeke@chicousd.org



PARKVIEW ELEMENTARY
1770 E. Eighth St., Chico 95928
<http://parkview.chicousd.org>
(530) 891-3114
Principal: JoAnn Bettencourt
jbettencourt@chicousd.org



**ROSEDALE ELEMENTARY—
MAGNET SCHOOL**
100 Oak St., Chico, 95928
<http://rosedale.chicousd.org>
(530) 891-3104
Principal: Tim Cariss
tcariss@chicousd.org



SHASTA ELEMENTARY
169 Leora Court, Chico, 95973
<http://shasta.chicousd.org>
(530) 891-3141
Principal: Bruce Besnard
bbsenard@chicousd.org



SIERRA VIEW ELEMENTARY
1598 Hooker Oak Ave., Chico, 95926
<http://sierraview.chicousd.org>
(530) 891-3116
Principal: Debbie Aldred
daldred@chicousd.org



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OFFICE**
1163 E. Seventh St., Chico, 95928
www.chicousd.org
(530) 891-3000
Superintendent: Kelly Staley
kstaley@chicousd.org

ALTERNATIVE SCHOOLS



FAIR VIEW HIGH
Academy for Change (AFC)
Center for Alternative Learning (CAL)
Oakdale Independent Study
290 East Ave., Chico, 95926
<http://afc.chicousd.org>
<http://fvhs.chicousd.org>
(530) 891-3092
Principal: David McKay
dmckay@chicousd.org



**OAKDALE INDEPENDENT
STUDY K-6 AT PARKVIEW**
1770 E. Eighth St., Chico, 95928
(530) 895-4129
Principal: JoAnn Bettencourt
jbettencourt@chicousd.org

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