



**GOVERNING BOARD MEETING**  
**December 13, 2024**

**Professional Development Building, Boardroom**  
**1680 David E Cook Way, Clovis, California**

**11:00 AM - CLOSED SESSION**  
**12:00 PM - PUBLIC SESSION**

Members of the public who wish to provide public comments must do so in-person during the Board meeting. **Please complete and submit a Public Comment Form before the start of the Public Session on the day of the meeting.** The Public Comment Form is available outside the Board meeting room on the day of the meeting. During the meeting, speakers who have requested to address the Board will be called to do so. Comments on items that are on the agenda are to be made when the item is called by the Board President. Comments on matters that are not on the agenda are to be made during the Public Presentations. Pursuant to Board Bylaw No. 9323, each speaker generally has up to 2 minutes to speak. The Board President may adjust the time allotted for each speaker and limit the total time for public comment. No speaker may yield his or her time to another speaker. Each regular Board meeting will be video recorded by the District, the recording of which will be made accessible to the public within 48 hours of the Board meeting at:

<https://www.cusd.com/BoardMeetingsAgendasArchives.aspx>

**Regular Meeting AGENDA**

Additional information regarding this agenda may be viewed through the District's website at <https://www.cusd.com/BoardMeetingsAgendasArchives.aspx>

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 327-9100. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting. Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1450 Herndon Avenue, Clovis, California. An invocation may be held prior to the start of the Board meeting. Attendance during and participation in the invocation are optional and voluntary. No students, parents, members of the public, Board members, student Board representative, or employees are required to attend or participate in the invocation.

**INVOCATION**

**A. CALL TO ORDER**

**B. ROLL CALL**

**C. ADOPTION OF AGENDA**

**D. CLOSED SESSION**

1. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION - Significant Exposure to Litigation (Pursuant to Subdivision (d)(2) of Gov't Code §54956.9) - 2 cases
2. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Gov't Code §54956.9(d)) - Case No. F088930, Case No. 1:24-CV-01074, OAH Cases No. 2024041077, 2024060139, 2024010630, Case No. S-0397-24/25, Case No. S-0398-24/25, OCR Case No. 09-24-1840, Case No. 24CECG03341
3. CONFERENCE WITH LABOR NEGOTIATORS (Education Code §54957.6) Agency Negotiator - Corrine Folmer, Ed.D., Supt. Negotiating Parties - Contracted Emps., Cert. Mgmt., Cert. Teachers, Class. Emps., Class. Mgmt. and Ops. Unit (Represented by CSEA Clovis Chapter 250)
4. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 4151.10, 4251.10, 4351.10, 4151.21, 4151.22, 4151.23, AND 4251.10 (Gov't Code §54957)
5. APPOINTMENT/EMPLOYMENT OF DEPUTY PRINCIPALS, TERRY P. BRADLEY EDUCATIONAL CENTER (Gov't Code §54957)
6. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't Code §54957)
7. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)

#### **E. RECONVENE FOR PUBLIC SESSION**

#### **F. RECOGNITION OF VISITORS**

#### **G. PLEDGE OF ALLEGIANCE**

#### **H. SEATING OF BOARD MEMBERS/OATH OF OFFICE**

1. Resolution No. 4018 - In the Matter of Unopposed and/or Insufficient Nominations for Governing Board Election; No Election for Listed Seats; Seating at Annual Organization Meeting - Steven G. Fogg, M.D., and Yolanda Moore  
  
Adopt Resolution No. 4018 in the matter of unopposed and/or insufficient nominations of Governing Board elections; no election for listed seats; seating at the annual organization meeting for Steven G. Fogg, M.D., and Yolanda Moore for a four-year term, beginning December 13, 2024.
2. Resolution No. 4024 - Declaring Elected Board Members to Office  
  
Adopt Resolution No. 4024 declaring the elected Board members to office for Trustee Areas 2 and 4.
3. Oath of Office  
  
Administer the oath of office to elected or appointed Board members in Trustee Area 2, Trustee Area 4, Trustee Area 5, and Trustee Area 7.

## **I. ORGANIZATION OF BOARD**

### **1. Annual Organization Meeting**

Conduct the annual organization meeting including (1) election of Board officers; (2) appointments to Board subcommittees, Center for Advanced Research and Technology Board of Directors, CSBA Delegate Assembly, and Fresno County Trustees Association, Inc.; and (3) approval of schedule of regular Board meetings for July 2025 through June 2026 and setting of annual organization meeting for December 2025.

## **J. CLOSED SESSION MOTIONS**

## **K. SUPERINTENDENT'S REPORT**

## **L. STUDENT REPRESENTATIVE REPORT**

## **M. PUBLIC PRESENTATIONS**

*This time is reserved for individuals who may wish to address the Board regarding a matter that is not included on the agenda. Please note that because the items brought up by the public during this time are not on the agenda, the Governing Board may not discuss or act upon such items.*

## **N. PUBLIC HEARINGS**

### **1. Public Hearing and Sunshine for Initial Collective Bargaining Proposal Between Clovis Unified School District and ACE ASL Interpreters**

Sunshine and conduct a public hearing for December 13, 2024, no earlier than 12:15 p.m. at 1680 David E. Cook Way, Clovis, California, for the initial collective bargaining proposal between Clovis Unified School District and ACE ASL Interpreters.

## **O. CONSENT**

### **1. Conference Requests**

Approve the Conference Requests, as submitted.

### **2. Fundraiser Requests**

Approve the Fundraiser Requests, as submitted.

### **3. Student Trip Requests**

Approve the Student Trip Requests, as submitted.

### **4. Voluntary Community Recreation Programs**

Approve the Voluntary Community Recreation Programs, as submitted.

### **5. November 13, 2024, Governing Board Special Meeting Minutes**

Approve the minutes of the November 13, 2024, Governing Board special meeting, as submitted.

### **6. November 13, 2024, Governing Board Regular Meeting Minutes**

Approve the minutes of the November 13, 2024, Governing Board regular meeting, as submitted.

7. Ratification of Purchase Orders, District Contracts and Check Register  
Ratify Purchase Orders, District Contracts and Warrants numbered 684198 through 685731.
8. Change Orders  
Approve the Change Orders, as submitted.
9. Notice of Completion  
Adopt the Notice of Completion, as submitted.
10. Resolution No. 4023 - Agreement with San Joaquin Valley Air Pollution Control District  
Adopt Resolution No. 4023 authorizing the Superintendent or designee to submit an application to the San Joaquin Valley Air Pollution Control District (SJVAPCD) to participate in the New Alternative Fuel Vehicle Grant Program.
11. Updated 2025 Summer School Academic Calendar  
Approve the revised 2025 CUSD Summer School Academic Calendar, as submitted.

## **P. ACTION**

*In general (unless otherwise noted), these items were seen for Information at the prior Board meeting and will be voted on at this meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

1. Agreement with Arts Enrichment For All  
Authorize the Superintendent or designee to enter into an agreement with Arts Enrichment For All to provide visual and performing arts lessons to Boris, Freedom and Young elementary schools during the 2024-25 school year, as submitted.
2. Appointment of Architect for the Warehouse Freezer Project  
Authorize the Superintendent or designee to enter into an agreement with the recommended architectural firm to provide design services for the Warehouse freezer project.
3. Annual Developer Fee Findings and Public Information Report (2023-24)  
Accept the 2023-24 Developer Fee Findings and Public Information Report as required by Government Code sections 66001 and 66006, as submitted.
4. Construction Costs for Increment Five, Package 13 - Rebid of Pool for the Terry P. Bradley Educational Center  
Approve construction costs for increment five, package 13 (rebid of pool) for the Terry P. Bradley Educational Center and related provisions of the lease-leaseback agreement and authorize the Superintendent or designee to execute the schedule of sublease payments for increment five.
5. Resolution No. 4021 - Adopting a Mitigated Negative Declaration for the District Campus Phase II Project  
Adopt Resolution No. 4021 adopting a negative declaration for the District Campus Phase II project.

6. Annual First Interim Report with a Positive Certification

Approve the District's First Interim Financial Report, as submitted, and adopt a Positive Certification indicating the District will be able to meet its financial obligations for the remainder of the 2024-25 school year as required by Assembly Bill 1200.

7. Authorization to Purchase Closed Circuit Television Camera System via Piggyback

Authorize the purchase of a Verkada Closed Circuit Television (CCTV) camera security system via piggyback through the California Multiple Awards Schedule (CMAS).

8. Resolution 4025 - Authorization to Submit an Application to Reaffirm Fiscal Accountability Status

Authorize the District to submit an application to Fresno County Superintendent of Schools to reaffirm fiscal accountability status.

9. New Board Policy No. 4252 - Classified Special Compensation

Adopt the new Board Policy No. 4252 - Classified Special Compensation.

10. Memorandums of Understanding Between Clovis Unified School District and California School Employees Association, Chapter 250

Approve the Memorandums of Understanding (MOUs) to adjust the longevity pay amount effective July 1, 2021, July 1, 2022, July 1, 2023, and the Professional Growth program, ensuring compliance with Public Employees' Retirement Law (PERL) and California Public Employees' Retirement System (CalPERS) regulations.

11. Provisional Internship Permit

Approve the Provisional Internship Permit for the recommended teaching candidate, as submitted.

12. Award of Bid - Construction

Award of Bid No. 3001 - District Campus Phase II to various multi-prime contractors and authorize the Superintendent or designee to enter into multi-prime agreements per attached bid tabulations, and a construction management agreement with Mark Wilson Construction.

## **Q. INFORMATION**

*Unless otherwise noted, these items are on the agenda to provide time for Board members to review prior to taking action on the items at the next Board meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

1. Annual Financial Audit Report - June 30, 2024

Approve the annual Financial Audit Report for June 30, 2024, as submitted.

2. Annual Authorization of Signatures - Check and Payroll Registers

Authorize the Superintendent, Associate Superintendent of Administrative Services, and Assistant Superintendent of Business Services to continue approving and signing check registers and payroll registers, and authorize the Assistant Superintendent of Business Services to receive all District financial mail.

3. Annual Deferred Maintenance Program for 2025-26

Approve the 2025-26 Annual Deferred Maintenance Program and authorize the Superintendent or designee to call for bids for the projects, as submitted.

4. Secondary New Course of Study Proposals 2024-25

Authorize the Superintendent or designee to approve the New Course of Study Proposals for use in the District's intermediate and high schools for the 2025-26 school year, as submitted.

5. Award of Bid - Construction and Equipment

A recommendation for Bid 3004 - Campus Security Improvements Phase 4 and Bid 3005 - District Fleet Vehicle Replacement will be brought to the Governing Board for action at a future date.

**R. BOARD SUBCOMMITTEE REPORTS**

1. Center for Advanced Research and Technology (CART) Board Subcommittee (Awtrey)

**S. BOARD MEMBER REPORTS**

**T. ADJOURNMENT**

## CUSD Board Agenda Item

**Agenda Item: H 1**

**Title:** Resolution No. 4018 - In the Matter of Unopposed and/or Insufficient Nominations for Governing Board Election; No Election for Listed Seats; Seating at Annual Organization Meeting - Steven G. Fogg, M.D., and Yolanda Moore

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**CONTACT:** Corrine Folmer

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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### **RECOMMENDATION:**

Adopt Resolution No. 4018 in the matter of unopposed and/or insufficient nominations of Governing Board elections; no election for listed seats; seating at the annual organization meeting for Steven G. Fogg, M.D., and Yolanda Moore for a four-year term, beginning December 13, 2024.

### **DISCUSSION:**

Pursuant to Education Code sections 5326 and 5328, if only one person is nominated for a governing board office, such person shall be appointed and seated at the annual organization meeting of the governing board.

In Trustee Area No. 5, only one person, Steven G. Fogg, M.D., was nominated and ran unopposed during the November 5, 2024, election.

In Trustee Area No. 7, only one person, Yolanda Moore, was nominated and ran unopposed during the November 5, 2024, election.

Adoption of the above-referenced resolution is recommended to comply with Education Code sections 5326 and 5328 and to seat Steven G. Fogg, M.D. and Yolanda Moore for a four-year term of office, commencing on December 13, 2024.

### **FISCAL IMPACT:**

No fiscal impact.

### **REVISIONS:**

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### **ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>
<a href="#">ResolutionNo.4018.pdf</a>	11-19-2024

**RESOLUTION NO. 4018  
BEFORE THE GOVERNING BOARD  
OF THE CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**IN THE MATTER OF UNOPPOSED AND INSUFFICIENT NOMINATIONS OF  
GOVERNING BOARD ELECTIONS; NO ELECTION FOR LISTED SEATS;  
SEATING AT ANNUAL ORGANIZATION MEETING**

**WHEREAS**, pursuant to Section 5326 of the California Education Code no governing board member election was held and conducted in the Clovis Unified School District (District) on the last governing board member election date due to an insufficient number of persons nominated to fill the positions or board member terms expiring on the second Friday in December, and no petition signed by ten percent of the voters or 50 voters, whichever is the smaller number in the District, was filed with the Elections Department of Fresno, California, at least 83 days prior to the last governing board member election date requesting an election; and

**WHEREAS**, Section 5328 of the California Education Code requires that those persons nominated to run in the election shall be seated at the organization meeting of the governing board, or if no person has been nominated or if an insufficient number is nominated, the governing board shall appoint a qualified person or persons, as the case may be, at a meeting prior to the day fixed for the election, and such appointee or appointees shall be seated at the organization meeting of the governing board as if elected at a governing board member election.

**NOW THEREFORE BE IT RESOLVED**, that the Governing Board of Clovis Unified School District hereby submits that the following is seated either by operation of law because he/she ran unopposed for the office or by appointment of the Governing Board:

Trustee Area: 5  
Name: Steven G. Fogg, M.D.  
Address: 1450 Herndon Avenue  
City, State, Zip: Clovis, CA 93611  
Telephone: 559-327-9000  
Ran Unopposed

Trustee Area: 7  
Name: Yolanda Moore  
Address: 1450 Herndon Avenue  
City, State, Zip: Clovis, CA 93611  
Telephone: 559-327-9000  
Ran Unopposed



**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a regular meeting of said Board held on the 13<sup>th</sup> day of December, 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
\_\_\_\_\_, President  
Governing Board  
Clovis Unified School District  
Fresno County, California

I, \_\_\_\_\_, Clerk of the Governing Board of the Clovis Unified School District of Fresno County, State of California, do hereby certify that the foregoing is a true copy of the Resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original Resolution is on file in the office of said Board.

\_\_\_\_\_  
\_\_\_\_\_, Clerk  
Governing Board  
Clovis Unified School District  
Fresno County, California

## CUSD Board Agenda Item

Agenda Item: H 2

**Title:** Resolution No. 4024 - Declaring Elected Board Members to Office

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**CONTACT:** Corrine Folmer

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Adopt Resolution No. 4024 declaring the elected Board members to office for Trustee Areas 2 and 4.

**DISCUSSION:**

The District had two seats that were voted on in the November 5, 2024, election and Fresno County has provided a certification statement of the results of the election. California Elections Code 15400 provides that the Board shall declare elected to each office voted on at each election under its jurisdiction the person having the highest number of votes for that office. The Board will take action at this December 13, 2024, meeting to review the certification statement of the results and declare the elected Board members to office.

**FISCAL IMPACT:**

No fiscal impact.

**REVISIONS:**

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ATTACHMENTS:

**Description**

**Upload Date**

[ResolutionNo.4024.pdf](#)

12-05-2024

**RESOLUTION NO. 4024  
BEFORE THE GOVERNING BOARD  
OF THE CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**DECLARING ELECTED BOARD MEMBERS TO OFFICE**

**WHEREAS**, California Elections Code, section 15372, provides that elections officials shall prepare a certified statement of the results of the election and submit it to governing bodies within 30 days of the election.

**WHEREAS**, Clovis Unified School District (“District”) is in receipt of a certified statement of the results of the November 5, 2024, election from each county elections official applicable to races for seats on its governing board.

**WHEREAS**, California Elections Code, section 15400, provides that a governing body shall declare elected to each office voted on at each election under its jurisdiction the person having the highest number of votes for that office.

**WHEREAS**, California Elections Code, section 15401, provides that following such a declaration of election, the elections official shall make out and deliver to each person elected, as declared by the governing body, a certificate of election, signed and authenticated by the elections official.

**THEREFORE, BE IT RESOLVED** that the District’s Governing Board hereby declares elected to its Governing Board, with the total number of votes listed below from each applicable county, the person(s) listed below having the highest number of votes for the office:

TRUSTEE AREA	SUCCESSFUL CANDIDATE	TOTAL VOTES (Fresno County only)
No. 2	Wilma Tom Hashimoto	6,499
No. 4	Hugh Awtrey	9,196

**BE IT FURTHER RESOLVED** that the Superintendent or designee is directed to notify the Fresno County elections official of this declaration of election by sending an executed copy of this Resolution to the Fresno County Superintendent of Schools, who has agreed to gather and provide all such declarations to the Fresno County elections official for this election.

**BE IT FURTHER RESOLVED** that the District's Governing Board requests that the Fresno County elections official make out and deliver to each person elected, as declared by this governing body, a certificate of election, signed and authenticated by the elections official.

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a regular meeting of said Board held on this 13<sup>th</sup> day of December 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
\_\_\_\_\_, President

Governing Board  
Clovis Unified School District  
Fresno County, California

CERTIFICATION

I, \_\_\_\_\_, the Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the Resolution adopted by said Board at a regular meeting there, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

\_\_\_\_\_  
\_\_\_\_\_, Clerk

Governing Board  
Clovis Unified School District  
Fresno County, California

Doc# 89522, 12/2024

# CUSD Board Agenda Item

Agenda Item: H 3

**Title:** Oath of Office

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**CONTACT:** Corrine Folmer

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Administer the oath of office to elected or appointed Board members in Trustee Area 2, Trustee Area 4, Trustee Area 5, and Trustee Area 7.

**DISCUSSION:**

Pursuant to Board Bylaw No. 9224 and Government Code section 1360, following any election or appointment and before a board member enters on the duties of his or her office, he/she shall take and subscribe the oath or affirmation required by law.

Following the election on November 5, 2024, and pending certification of the election results, certain individuals will be elected or appointed to the Governing Board of the Clovis Unified School District in the following trustee areas: Trustee Area 2, Trustee Area 4, Trustee Area 5, and Trustee Area 7. The individuals who have been elected or appointed shall take and subscribe to the oath or affirmation required by law.

The oath of office may be administered in accordance with applicable laws to one or more of the elected/appointed Board members earlier than December 13, 2024.

**FISCAL IMPACT:**

No fiscal impact.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

**Title:** Annual Organization Meeting

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**CONTACT:** Corrine Folmer

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Conduct the annual organization meeting including (1) election of Board officers; (2) appointments to Board subcommittees, Center for Advanced Research and Technology Board of Directors, CSBA Delegate Assembly, and Fresno County Trustees Association, Inc.; and (3) approval of schedule of regular Board meetings for July 2025 through June 2026 and setting of annual organization meeting for December 2025.

**DISCUSSION:**

Pursuant to Education Code sections 5017 and 35143 and Board Bylaw No. 9100, the Board shall hold an annual organization meeting. This year's annual organization meeting is scheduled for December 13, 2024.

At the annual organization meeting, the Board shall:

1. Elect a president, vice-president, and a clerk from its members. (Board Bylaw No. 9100)
2. Select by consensus from its members no more than three Board members to each of the following: (a) Clovis City Council/Governing Board Joint Subcommittee; (b) Fresno City Council/Governing Board Joint Subcommittee; (c) Administrative Services/Human Resources Subcommittee; and (d) School Leadership/Instructional Services Subcommittee. (Board Bylaw No. 9130)
3. Designate Board members to serve on committees, subcommittees, or commissions of the District, other public agencies, or organizations with which the District partners or collaborates. (Board Bylaw No. 9100) This includes appointing: (a) a Board member to the Board of Directors of the Center for Advanced Research and Technology (CART); (b) a Board member to the CSBA Delegate Assembly, Subregion 10-B; and (c) a Board member and an alternate Board member as the voting representative to the Fresno County Trustees Association, Inc.
4. Designate one Board member as a representative to elect members to the county committee on school district organization. (Board Bylaw No. 9140)
5. Approve a schedule of regular Board meetings for the year. (Board Bylaw No. 9100)
6. Select the date and time of the Board's next annual organization meeting. (Board Bylaw No. 9100)

Based on the above-referenced laws and Board Bylaws, the Board will take actions listed on the attachment at the annual organization meeting. The Superintendent, as the Secretary of the Board, shall preside at the annual organization meeting until a president has been selected, at which point the selected president will preside over the meeting.

**FISCAL IMPACT:**

No fiscal impact.



## REVISIONS:

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## ATTACHMENTS:

Description	Upload Date
<a href="#">2024.2024-12-13-action-.BoardAgendaItem-AnnualOrganizationMeeting-00086434-2xEB8E9-.pdf</a>	11-19-2024

**ANNUAL ORGANIZATION MEETING ACTIONS**

**December 13, 2024**

**1. ELECT A PRESIDENT, VICE-PRESIDENT, AND A CLERK FROM MEMBERS OF THE BOARD**

Action is needed to elect a president, vice-president, and clerk for the term stated below.

<b>Offices:</b>	<u>Open Offices</u> 1. President 2. Vice-President 3. Clerk	<u>Current Appointees</u> 1. Hugh Awtrey 2. Yolanda Moore 3. Clinton Olivier
<b>Term of Office:</b>	One Year: 12/13/2024 – 12/12/2025 (Annual Organization Meeting)	
<b>Discussion:</b>	Pursuant to Board Bylaw No. 9100, the Board, at its annual organization meeting, shall elect a president, vice-president, and a clerk from its members. The elected members shall serve in these positions for one year, starting from the annual organization meeting until the next annual organization meeting. (Board Bylaw No. 9100) The duties of the president and vice-president are set forth in Board Bylaw No. 9121. The duties of the clerk are set forth in Board Bylaw No. 9123.	

**2. APPOINT BOARD MEMBERS TO SUBCOMMITTEES**

Action is needed to appoint no more than three Board members to each subcommittee listed below for the indicated term of office.

<b>Offices:</b>	<u>Open Offices</u> 1. Clovis City Council/Governing Board Joint Subcommittee: No more than three Board members	<u>Current Appointees</u> Yolanda Moore Steven G. Fogg, M.D. Deena Combs-Flores
	2. Fresno City Council/Governing Board Joint Subcommittee: No more than three Board members	Clinton Olivier Tiffany Stoker Madsen Deena Combs-Flores
	3. Administrative Services/Human Resources Subcommittee: No more than three Board members	Hugh Awtrey (Chairperson) Steven G. Fogg, M.D. Clinton Olivier
	4. School Leadership/Instructional Services Subcommittee: No more than three Board members	Yolanda Moore (Chairperson) David DeFrank Tiffany Stoker Madsen
<b>Term of Office:</b>	One Year: 12/13/2024 – 12/12/2025 (Annual Organization Meeting)	
<b>Discussion:</b>	Board Bylaw No. 9130 states that the Board, at its annual organization meeting, shall select by consensus from its members no more than three	

	Board members to each of the following: (1) Clovis City Council/Governing Board Joint Subcommittee; (2) Fresno City Council/ Governing Board Joint Subcommittee; (3) Administrative Services/Human Resources Subcommittee; and (4) School Leadership/Instructional Services Subcommittee. The term of office shall be one year from the annual organization meeting to the next organization meeting of the Board. (Board Bylaw No. 9130)
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**3. APPOINT A BOARD MEMBER REPRESENTATIVE TO THE BOARD OF DIRECTORS OF THE CENTER FOR ADVANCED RESEARCH AND TECHNOLOGY (CART)**

Action is needed to appoint a Board Member Representative to the CART Board of Directors for the term listed below.

<b>Office:</b>	<u>Open Office</u> Board Member Representative	<u>Current Appointee</u> Hugh Awtrey (12/09/2022 – 12/13/2024)
<b>Term of Office:</b>	Two Years: 12/13/2024 – 12/2026 (Annual Organization Meeting)	
<b>Discussion:</b>	<p>Board Bylaw No. 9100 states that the Board, at its annual organization meeting, shall designate Board representatives to serve on committees, subcommittees, or commissions of the District, other public agencies, or organizations with which the District partners or collaborates.</p> <p>The Center for Advanced Research and Technology (CART) is a joint powers authority established by and between the Clovis Unified School District (CUSD) and the Fresno Unified School District (FUSD). CART is a public entity separate and apart from CUSD and FUSD and has its own Board of Directors. CART’s Amended and Restated Joint Exercise of Powers Agreement (JPA Agreement), effective July 1, 2014, requires that the governing boards of CUSD and FUSD each appoint a member of its board and an individual working in the private sector representative to the CART Board of Directors.</p> <p>The JPA Agreement states that the term of the private sector representative is two years and the term of the appointed board member is not to exceed three years. By practice, the Board has appointed a Board Member to the CART Board of Directors with the understanding that the Board member appointee would serve a two-year term. The current private sector representative is Todd Cook, whose term is December 8, 2023 – December 12, 2025.</p>	

**4. APPOINT A BOARD MEMBER TO THE CSBA DELEGATE ASSEMBLY, SUBREGION 10-B**

Action is needed to appoint a Board member to the CSBA Delegate Assembly, Subregion 10-B for the term stated below.

An appointment is needed to replace Board Member Hugh Awtrey as his term will expire on March 31, 2025. The Board member who is appointed will serve a two-year term, April 1, 2025, through March 31, 2027.

<b>Office:</b>	<u>Open Office</u> Delegate to CSBA Delegate Assembly, Subregion 10-B	<u>Current Appointee</u> Hugh Awtrey (04/01/2023 – 03/31/2025)  Yolanda Moore (04/01/2024 – 03/31/2026)
<b>Term of Office:</b>	Two Years: 04/01/2025 – 03/31/2027	
<b>Discussion:</b>	<p>Board Bylaw No. 9100 states that the Board, at its annual organization meeting, shall designate Board representatives to serve on committees, subcommittees, or commissions of the District, other public agencies, or organizations with which the District partners or collaborates.</p> <p>The California School Boards Association (CSBA) is a nonprofit education association representing elected officials of public school districts and county offices of education in California. CSBA’s Delegate Assembly is a link to CSBA’s governance structure and ensures that CSBA reflects the interests of school districts and county office of education throughout California. Members of the Delegate Assembly are elected or appointed by school board members in 21 geographic regions throughout the state.</p> <p>CSBA Bylaws and Standing Rules provide that school districts with an ADA of 30,000 or above may appoint or reappoint representative(s) from their boards to the CSBA Delegate Assembly for a two-year term. The District’s Board appoints two Board members to the CSBA Delegate Assembly, Subregion 10-B.</p> <p>Board member Yolanda Moore will continue as a Board member appointee to the CSBA Delegate Assembly, Subregion 10-B. Her two-year term is April 1, 2024, through March 31, 2026.</p>	

**5. APPOINT A REPRESENTATIVE AND AN ALTERNATE AS THE VOTING REPRESENTATIVE TO ELECT MEMBERS TO THE FRESNO COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION (FCCSDO)**

Action is needed to appoint two Board members, one as a representative and another as an alternate, as the voting representative to vote, on the District’s behalf, for persons seeking election to the FCCSDO. The term of office of the representative and alternate is stated below.

<b>Offices:</b>	<u>Open Offices</u> 1. Representative 2. Alternate	<u>Current Appointees</u> 1. Deena Combs-Flores 2. Clinton Olivier
<b>Term of Office:</b>	One Year: 12/13/2024 – 12/12/2025 (Annual Organization Meeting)	
<b>Discussion:</b>	<p>Pursuant to Board Bylaw No. 9140, the Board, at its annual organization meeting, shall designate one Board member as its representative to elect members to the Fresno County Committee on School District Organization (FCCSDO). The Fresno County Trustees Association, Inc.’s (Trustees Association) bylaws require each school district and community college district, at its annual organization meeting, to select among its board members a voting representative and an alternate. The appointee or alternate will attend the annual Fall Trustees Dinner Meeting of the Trustees Association and vote, on behalf of the District, for persons seeking election to the FCCSDO.</p> <p>The FCCSDO is organized and authorized pursuant to the Education Code to perform certain functions relating to the organization and reorganization of school districts and community college districts in Fresno County. FCCSDO has 11 committee members, two from each of the five supervisorial districts in Fresno County and one member at large. The term of office for each member on the FCCSDO is four years from the date of election or appointment.</p> <p>Any vacancy on the FCCSDO due to an expiration of an office is filled by a majority vote of the designated voting representatives from the community college districts and school districts in Fresno County at the Trustees Association’s annual Fall Trustees Dinner Meeting held between October 1 and December 1 of each year.</p>	

**6. APPROVE A SCHEDULE OF REGULAR MEETINGS FOR JULY 2025 THROUGH JUNE 2026 AND SET THE DATE OF THE NEXT ANNUAL ORGANIZATION MEETING**

Action is needed to approve a schedule of regular meetings for July 2025 through June 2026 and set the day and time of the annual organization meeting in December 2025.

<p><b>Discussion</b></p>	<p>Board Bylaw No. 9100 states that the Board, at its annual organization meeting, shall approve a schedule of regular meetings for the year. It also states that the Board shall select the day and time of the following year’s annual organization meeting at the prior year’s annual organization meeting or at any regular meeting held prior to the first day of the 15-day period before the annual organization meeting. The annual organization meeting shall be held: (1) in any year in which a regular election of the District Board members is conducted, within a 15-day period that commences with the date upon which Board members elected that year take office; or (2) within a 15-day period of the second Friday in December if no election of District Board members is conducted that year. (Education Code 5107, 35143; Board Bylaw No. 9100)</p>
<p><b>Proposed Schedule of Regular Board Meetings and Annual Organization Meeting</b></p>	<p>The proposed schedule of regular meetings of the Board and the annual organization meeting is as follows:</p> <ul style="list-style-type: none"> <li>Wednesday, July 16, 2025</li> <li>Wednesday, August 6, 2025</li> <li>Wednesday, August 27, 2025</li> <li>Wednesday, September 10, 2025</li> <li>Wednesday, September 24, 2025</li> <li>Wednesday, October 8, 2025</li> <li>Wednesday, October 22, 2025</li> <li>Wednesday, November 12, 2025</li> <li>Friday, December 12, 2025 (Annual Organization Meeting)</li> <li>Wednesday, January 14, 2026</li> <li>Wednesday, February 4, 2026</li> <li>Wednesday, February 18, 2026</li> <li>Wednesday, March 4, 2026</li> <li>Wednesday, March 18, 2026</li> <li>Wednesday, April 8, 2026</li> <li>Wednesday, April 22, 2026</li> <li>Wednesday, May 6, 2026</li> <li>Wednesday, May 20, 2026</li> <li>Wednesday, June 10, 2026</li> </ul> <p>Unless modified by the Board as set forth in the Board agenda for a particular meeting: (1) regular meetings of the Board shall commence at 5:30 p.m., with closed session commencing at 5:30 p.m. and open session commencing thereafter on or about 6:30 p.m.; and (2) the regular meeting and annual organization meeting on December 12, 2025, shall commence at 11:00 a.m., with closed session commencing at 11:00 a.m. and open session commencing thereafter on or about 12:00 p.m.</p>

## CUSD Board Agenda Item

Agenda Item: N 1

**Title:** Public Hearing and Sunshine for Initial Collective Bargaining Proposal Between Clovis Unified School District and ACE ASL Interpreters

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**CONTACT:** Barry Jager

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Sunshine and conduct a public hearing for December 13, 2024, no earlier than 12:15 p.m. at 1680 David E. Cook Way, Clovis, California, for the initial collective bargaining proposal between Clovis Unified School District and ACE ASL Interpreters.

**DISCUSSION:**

Consistent with the applicable provisions of the Educational Employment Relations Act (Government Code section 3540 et seq.), including Government Code 3547, the Clovis Unified School District (District) sunshines that the District will commence negotiations with ACE ASL Interpreters on a new collective bargaining agreement. Because there is no existing collective bargaining agreement, the negotiation will address the mandatory subjects of bargaining including salary, benefits and working conditions.

**FISCAL IMPACT:**

None.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

[NOTICEOFPUBLICHEARING12-13-24.pdf](#)

11-21-2024

[CUSDSunshineProposal12-13-24.pdf](#)

11-21-2024

**NOTICE OF PUBLIC HEARING**

**PUBLIC HEARING AND SUNSHINE PROPOSAL FOR  
COLLECTIVE BARGAINING AGREEMENT BETWEEN  
ACE AMERICAN SIGN LANGUAGE (ASL) INTERPRETERS  
AND CLOVIS UNIFIED SCHOOL DISTRICT  
COUNTY OF FRESNO, CALIFORNIA**

The Governing Board of the Clovis Unified School District (District) will hold a public hearing on December 13, 2024, no earlier than 12:15 p.m., upon the negotiation with the District and ACE/CTA American Sign Language (ASL) Interpreters on a new collective bargaining agreement. Because there is no existing collective bargaining agreement, the negotiation will address the mandatory subjects of bargaining, including salary, benefits and working conditions.

The public hearing will be held at the following location:

Professional Development Building, Boardroom  
1680 David E. Cook Way  
Clovis, CA 93611



## **CLOVIS UNIFIED SCHOOL DISTRICT'S INITIAL PROPOSAL**

Clovis Unified School District ("District") intends to collectively bargain the following matters with the Association of Clovis Educators American Sign Language (ASL) Interpreters, (ACE). As this will be the initial bargaining agreement between the parties, the District's initial proposals reflect its general intent to negotiate a new bargaining agreement and specific provisions will be developed during the negotiation process.

1. Recognition - the District intends to negotiate an article recognizing ACE as the exclusive representative of the District's ASL Interpreters.
2. Negotiation Procedures - the District intends to negotiate fair and reasonable procedures for negotiations.
3. Association Rights - the District intends to negotiate fair and reasonable Association rights.
4. Employee Rights - the District intends to negotiate fair and reasonable Employee rights.
5. Management Rights- the District intends to negotiate fair and reasonable Management rights.
6. Hours of Employment - the District intends to negotiate issues pertaining to work hours and work year that serve the best interests of the District and students.
7. Assignments and Reassignments – the District intends to negotiate issues pertaining to assignments and reassignments that serve the best interest of students and the District.
8. Working Conditions - the District intends to negotiate fair and reasonable working conditions that serve the best interests of the District and students.
9. Wages - the District intends to negotiate fiscally sound provisions regarding wages.
10. Health Benefits - the District intends to negotiate fair and reasonable provisions regarding health benefits that serve the best interests of the District and employees.
11. Leaves - the District intends to negotiate various leave provisions consistent with legal requirements and the leaves already provided to District employees.
12. Evaluations - the District intends to negotiate fair and reasonable evaluation procedures.
13. Personnel Files - the District intends to negotiate fair and reasonable provisions regarding employee personnel files.
14. Grievance Procedure - the District intends to negotiate a fair and reasonable grievance procedure that allows for the internal resolution of differences at the lowest level possible.
15. Safety - the District intends to negotiate appropriate language regarding safety of employees.

16. Dues Deduction - the District intends to negotiate appropriate language regarding the deduction of dues from bargaining unit members.

17. Concerted Activities – the District intends to negotiate language pertaining to concerted activities.

18. Saving Clause - the District intends to negotiate language that preserves the remaining portions of the bargaining agreement should a court of competent jurisdiction or a change in legislation render a portion of the agreement null and void.

19. Term of Agreement - the District intends to negotiate fair and reasonable provisions regarding the term of the agreement and any provisions for future negotiations.

## CUSD Board Agenda Item

Agenda Item: 0 1

**Title:** Conference Requests

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**CONTACT:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the Conference Requests, as submitted.

**DISCUSSION:**

Attached are the Conference Requests submitted for Board approval.

**FISCAL IMPACT:**

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

[12.13.2024ConferenceRequests.pdf](#)

12-04-2024

**Clovis Unified School District  
Conference Requests 12.13.2024**

Departure	Return	Attendee	Site/Dept	Conference Name	Conference Location	Purpose for Attending
12/17/2024	12/22/2024	Nicholas Podesta	Clovis West	Tarkanian Basketball Tournament	Las Vegas, NV	Supervise and coach athletes during competition
12/17/2024	12/22/2024	Troy Wagner	Buchanan	Tarkanian Basketball Tournament	Las Vegas, NV	Supervise and coach athletes during competition
12/17/2024	12/22/2024	Anisha Mayberry	Clovis West	Tarkanian Basketball Tournament	Las Vegas, NV	Supervise and coach athletes during competition
12/17/2024	12/22/2024	Lee Mayberry	Clovis West	Tarkanian Basketball Tournament	Las Vegas, NV	Supervise and coach athletes during competition
12/17/2024	12/22/2024	Neil Castro	Clovis West	Tarkanian Basketball Tournament	Las Vegas, NV	Admin supervision during competition
12/17/2024	12/22/2024	Marcel Sanders Sr.	Clovis West	Tarkanian Basketball Tournament	Las Vegas, NV	Supervise and coach athletes during competition
12/18/2024	12/21/2024	Christina Foster	Clovis East	Tarkanian Basketball Tournament	Las Vegas, NV	Admin supervision during competition
1/9/2025	1/13/2025	Kim Kor	Gym/Dance	Lady Luck Invitational	Las Vegas, NV	Supervise and coach athletes during competition
1/9/2025	1/13/2025	Rohit Yadav	Gym/Dance	Lady Luck Invitational	Las Vegas, NV	Supervise and coach athletes during competition
1/15/2025	1/20/2025	Rohit Yadav	Gym/Dance	Windy City Invitational	Chicago, IL	Supervise and coach athletes during competition
1/18/2025	1/20/2025	Kristen Moore	Temp Kutner	Get Your Teach On	Las Vegas, NV	Collaborate with other grade level teachers across the nation and learn new and innovative ways to teach
1/18/2025	1/20/2025	Ashlyn Riordan	Temp Kutner	Get Your Teach On	Las Vegas, NV	Collaborate with other grade level teachers across the nation and learn new and innovative ways to teach
1/18/2025	1/20/2025	Joyce Wagner	Temp Kutner	Get Your Teach On	Las Vegas, NV	Collaborate with other grade level teachers across the nation and learn new and innovative ways to teach
1/18/2025	1/20/2025	Samantha Morales	Temp Kutner	Get Your Teach On	Las Vegas, NV	Collaborate with other grade level teachers across the nation and learn new and innovative ways to teach

**Clovis Unified School District  
Conference Requests 12.13.2024**

1/18/2025	1/20/2025	Patricia Hernandez	Temp Kutner	Get Your Teach On	Las Vegas, NV	Collaborate with other grade level teachers across the nation and learn new and innovative ways to teach
1/30/2025	2/2/2025	Richard Lake	Sports & Rec	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
1/30/2025	2/2/2025	Jill Penner	Sports & Rec	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
1/30/2025	2/2/2025	Makenna Ogas	Sports & Rec	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
1/30/2025	2/2/2025	Kendal Kubo	Sports & Rec	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
1/30/2025	2/2/2025	Emma Penberthy	Sports & Rec	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
2/5/2025	2/11/2025	Deanna Certain	Buchanan	Universal Cheerleaders Association National Competition	Orlando, FL	Supervise and coach athletes during competition
2/17/2025	2/21/2025	Angela Perkins	Technology	2025 K12 Workshop	Las Vegas, NV	Learn about the latest from Microsoft and Lenovo, formulate deployment and support plans for Windows based computers, and gain insight to strategies for mixed hardware and software environments
2/17/2025	2/21/2025	Jeremy Henson	Technology	2025 K12 Workshop	Las Vegas, NV	Learn about the latest from Microsoft and Lenovo, formulate deployment and support plans for Windows based computers, and gain insight to strategies for mixed hardware and software environments
2/17/2025	2/21/2025	Daniel Brisky	Technology	2025 K12 Workshop	Las Vegas, NV	Learn about the latest from Microsoft and Lenovo, formulate deployment and support plans for Windows based computers, and gain insight to strategies for mixed hardware and software environments
3/4/2025	3/9/2025	Mark Bennett	Aquatics	Sectionals	Justin, TX	Supervise and coach athletes during competition
3/4/2025	3/9/2025	Gary Ota	Aquatics	Sectionals	Justin, TX	Supervise and coach athletes during competition

**Clovis Unified School District  
Conference Requests 12.13.2024**

3/4/2025	3/9/2025	Adam Reid	Aquatics	Sectionals	Justin, TX	Supervise and coach athletes during competition
3/4/2025	3/9/2025	Jessica Schab	Aquatics	Sectionals	Justin, TX	Supervise and coach athletes during competition
3/4/2025	3/9/2025	Jordan Capper	Aquatics	Sectionals	Justin, TX	Supervise and coach athletes during competition
3/11/2025	3/17/2025	Rich Brazil	Clovis North	Nike Indoor Nationals	New York, NY	Supervise and coach athletes during competition
3/11/2025	3/17/2025	Josh Norman	Clovis North	Nike Indoor Nationals	New York, NY	Supervise and coach athletes during competition
3/16/2025	3/19/2025	Jason Powell	Clovis North	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
3/16/2025	3/19/2025	Timothy Hamel	Clovis North	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
3/16/2025	3/19/2025	Rob Streeter	Clovis North	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
3/16/2025	3/19/2025	Mikayla Weiss	Clovis North	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
3/16/2025	3/19/2025	Noah Reyes	Clovis North	Las Vegas Classic	Las Vegas, NV	Supervise and coach athletes during competition
3/18/2025	3/22/2025	Mike Noel	Clovis High	Kick Off Classic Tournament	Las Vegas, NV	Supervise and coach athletes during competition
3/18/2025	3/22/2025	Mike Salazar	Clovis High	Kick Off Classic Tournament	Las Vegas, NV	Supervise and coach athletes during competition
3/18/2025	3/22/2025	Cayla Broussard	Clovis High	Kick Off Classic Tournament	Las Vegas, NV	Supervise and coach athletes during competition
3/18/2025	3/22/2025	Jesse Hardwick	Clovis High	Kick Off Classic Tournament	Las Vegas, NV	Admin supervision during competition
4/3/2025	4/6/2025	Richard Lake	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/3/2025	4/6/2025	Jill Penner	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/3/2025	4/6/2025	Makenna Ogas	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/3/2025	4/6/2025	Allen Moua	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/3/2025	4/6/2025	Mike MacNeil	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/3/2025	4/6/2025	Kevin Vang	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/3/2025	4/6/2025	Makenna Ogas	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/3/2025	4/6/2025	Richard Lake	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition

**Clovis Unified School District  
Conference Requests 12.13.2024**

4/3/2025	4/6/2025	Jill Penner	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/21/2025	4/25/2025	Tara Logan	Child Development	National Training Institute on Effective Practices	Tampa, FL	Provide professionals with an in-depth, intensive learning experience around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children
4/21/2025	4/25/2025	Sharon Holden	Child Development	National Training Institute on Effective Practices	Tampa, FL	Provide professionals with an in-depth, intensive learning experience around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children
4/21/2025	4/25/2025	Jessica Cox	Child Development	National Training Institute on Effective Practices	Tampa, FL	Provide professionals with an in-depth, intensive learning experience around the Pyramid Model framework for addressing the social and emotional development and challenging behavior of young children
4/24/2025	4/27/2025	Allen Moua	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/24/2025	4/27/2025	Jalana Bell	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/24/2025	4/27/2025	Kendal Kubo	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/24/2025	4/27/2025	Emma Penberthy	Sports & Rec	Far Westerns	Reno, NV	Supervise and coach athletes during competition
4/24/2025	4/28/2025	Chris Long	Clovis North	National Science Bowl	Leesburg, VA	Supervise and coach students during competition
4/24/2025	4/28/2025	Katie Aiello	Clovis North	National Science Bowl	Leesburg, VA	Supervise and coach students during competition
4/24/2025	4/28/2025	Johnathan Benson	Clovis North	National Science Bowl	Leesburg, VA	Supervise and coach students during competition
4/24/2025	4/28/2025	Wendi Salvador	Clovis North	National Science Bowl	Leesburg, VA	Supervise and coach students during competition
4/24/2025	4/28/2025	Kay Barrie	Clovis North	National Science Bowl	Leesburg, VA	Supervise and coach students during competition
6/8/2025	6/11/2025	Angela Perez	Business Services	National Notary Association Conference	Henderson, NV	Learn the latest from industry experts with workshops designed to enhance notary skills
6/16/2025	6/23/2025	Josh Norman	Clovis North	Nike Outdoor Nationals	Eugene, OR	Supervise and coach athletes during competition

**Clovis Unified School District  
Conference Requests 12.13.2024**

6/16/2025	6/23/2025	Rich Brazil	Clovis North	Nike Outdoor Nationals	Eugene, OR	Supervise and coach athletes during competition
6/16/2025	6/23/2025	Jason Lienau	Clovis North	Nike Outdoor Nationals	Eugene, OR	Supervise and coach athletes during competition



## CUSD Board Agenda Item

Agenda Item: 0 2

**Title:** Fundraiser Requests

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**CONTACT:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the Fundraiser Requests, as submitted.

**DISCUSSION:**

Attached are the Fundraiser Requests submitted for Board approval.

**FISCAL IMPACT:**

**REVISIONS:**

---

**ATTACHMENTS:**

**Description**

**Upload Date**

[12.13.2024FundraiserRequests.pdf](#)

12-04-2024

**Clovis Unified School District  
Fundraiser Requests 12.13.2024**

#	Site	Advisor	Start	End	Organization	Description	Vendor
10172	CHS	Sally Kirchner	12/14/2024	6/6/2025	Activities	Online Gift/Catalog Item Sales	Lost Prairie Art & Bronze
10171	District Office	Principals	12/14/2024	6/30/2025	District Wide	Donations for Charitable Organizations	Toys for Tots
10158	CWHS	Carlos Alvarez	12/14/2024	6/6/2025	Boys Soccer	Banner Sponsor	CUSD Graphic Arts
10157	Valley Oak Elem	Karen Berner	12/14/2024	6/6/2025	Library	Book Fair	Literati Book Fair
10156	Reagan Elem	Pam Hoffhous	12/14/2024	6/6/2025	PTC	Miscellaneous gift/catalog items sold*	Double Good Popcorn
10152	CHS	Chue Ly	12/14/2024	6/6/2025	CTE/ROP	Student Project Sales	None
10151	CHS	Chue Ly	12/14/2024	6/6/2025	Car Club	Student Project Sales	Walmart
10149	CHS	Samantha Orozco	12/14/2024	6/6/2025	Art Department	Student Project Sales	None
10148	CHS	Sally Kirchner	12/14/2024	6/6/2025	Activities	Adult Dinners/Dance (ie. BBQs, crab feasts)*	Luna's Pizzeria & Italian Restaurant
10147	CHS	Diana Garcia	12/14/2024	6/6/2025	Yearbook	Post Card Sales	CUSD Graphic Arts
10145	CHS	Diana Garcia	12/14/2024	6/6/2025	Advocacy For Future Club	Bake Sale*	Costco, Walmart
10144	CNEC	Camille Brumm	12/16/2024	5/30/2025	Key Club	Concession Stand Sales*	Costco, FoodMaxx, Sam's Club, Walmart, Save Mart Supermarkets, Food 4 Less, Target
10143	CNEC	Camille Brumm	1/7/2025	5/30/2025	Key Club	Movie Nights*	Costco, FoodMaxx, Sam's Club, Walmart, Save Mart Supermarkets, Food 4 Less, Target
10142	CNEC	Camille Brumm	1/7/2025	5/30/2025	Key Club	Coffee Sales*	Dutch Bros. Coffee
10141	CNEC	Camille Brumm	1/7/2025	5/30/2025	Key Club	Family Restaurant Night*	Blaze Pizza, Chipotle Mexican Grill, Deli Delicious, Me-n-Ed's, Panda Express, Pieology Pizzeria, Menchie's Frozen Yogurt, Panera, Papa Murphy's, Krispy Kreme, Nothing Bundt Cakes
10140	CNEC	Camille Brumm	1/7/2025	5/30/2025	Key Club	Snack Bar Sales*	Costco, FoodMaxx, Sam's Club, Save Mart Supermarkets, Food 4 Less, Target

\*In compliance with Board Policy 3554.

**Clovis Unified School District  
Fundraiser Requests 12.13.2024**

10137	CHS	Chuye Yang	12/14/2024	6/6/2025	Asian Club	Showcase (Fashion, Drama, Dance, etc.)*	Teriyaki Don
10136	CNEC	Bryan Juinio	12/14/2024	6/30/2025	Boys Tennis	Family Restaurant Night*	Blaze Pizza, Chick-fil-A, Chipotle Mexican Grill, McDonald's, Panda Express, Pieology Pizzeria, Corner Bakery, Raising Cane's , Jimmy John's
10135	CHS	Katie Wayne	12/14/2024	6/6/2025	Mindful Minds	Cookie Dough Sales*	Otis Spunkmeyer
10134	CNEC	Peter Fecht	12/14/2024	6/30/2025	Swim and Dive	Family Restaurant Night*	Chipotle Mexican Grill, Panda Express
10132	CHS	Cooper Steele	12/14/2024	7/7/2025	Girls Basketball	Fireworks Booth	TNT Fireworks
10131	CHS	Cooper Steele	12/14/2024	6/6/2025	Girls Basketball	Golf Tournaments	Eagle Springs Golf & Country Club
10130	CHS	Dave Sodersten	12/14/2024	6/6/2025	Boys Golf	Donations to Program	Vertical Raise
10129	CHS	Chuye Yang	12/14/2024	6/6/2025	Asian Club	Tournament	Ace Trophy
10128	Ft Washington Elem	Melanie Hashimoto	12/14/2024	6/6/2025	PTC	Toy Drive	Toys for Tots
10126	Oraze Elem	Jaclyn Russell	12/14/2024	6/6/2025	ASB	Candy Sales*	See's Candies
10125	CHS	Svenja Oliver	1/13/2025	5/2/2025	Art History Club	Family Restaurant Night*	Chipotle Mexican Grill, Panda Express
10124	CHS	Katie Wayne	12/14/2024	6/6/2025	Mindful Minds	Family Restaurant Night*	Chipotle Mexican Grill
10123	Sierra Vista Elem	Michael Williamson	12/14/2024	6/6/2025	ASB	Miscellaneous gift/catalog items sold*	Believe Kids
10122	Sierra Vista Elem	Michael Williamson	12/14/2024	6/6/2025	ASB	Miscellaneous gift/catalog items sold (w/o food)	Believe Kids
10121	Sierra Vista Elem	Michael Williamson	12/14/2024	6/6/2025	ASB	Spirit Wear/Spirit Packs	Believe Kids
10120	Sierra Vista Elem	Michael Williamson	12/14/2024	6/6/2025	PTC	Spirit Wear/Spirit Packs	Believe Kids

\*In compliance with Board Policy 3554.

**Clovis Unified School District  
Fundraiser Requests 12.13.2024**

10119	Sierra Vista Elem	Michael Williamson	12/14/2024	6/6/2025	ASB	Cookie Dough Sales*	Believe Kids
10118	CNEC	Peter Fecht	12/14/2024	6/30/2025	Swim and Dive	Online Donations	Vertical Raise
10116	CNEC	Jason Powell	12/14/2024	6/30/2025	Boys Volleyball	Adult Dinners/Dance (ie. BBQs, crab feasts)*	Seven Bar and Grill
10115	CNEC	Jason Powell	12/14/2024	6/30/2025	Boys Volleyball	Online Donations	Vertical Raise
10114	CNEC	Jason Powell	12/14/2024	6/30/2025	Boys Volleyball	Program sales of ad pages	CUSD Graphic Arts, H & S Printing Company
10113	CNEC	Bryan Juinio	12/14/2024	6/30/2025	Boys Tennis	Donations to Program	None
10112	CHS	Chue Ly	12/14/2024	6/6/2025	Car Club	Candy Grams*	Costco, Sam's Club
10111	CHS	Katie Wayne	12/14/2024	6/6/2025	Film-Making Club	Family Restaurant Night*	Panda Express
10109	CHS	Katie Wayne	12/14/2024	6/6/2025	Film-Making Club	Candy Sales*	World's Finest Chocolates
10108	CHS	Chue Yang	12/14/2024	6/6/2025	Asian Club	Event Food Sales *	MinTea
10106	CHS	Tina Williams	12/14/2024	6/6/2025	Veterans Club	Jamba Juice Sales*	Jamba Juice
10105	CNEC	Nicole Torres	12/14/2024	5/30/2025	Class of 2025	Donations to Program	RevTrak
10104	Oraze Elem	Sara McAvoy	12/14/2024	6/6/2025	Student Council	Cookie Grams*	Crave Cookie
10103	Clark Inter	Liz Davidson	12/14/2024	6/6/2025	Science Olympiad	Concession Stand Sales*	Costco
10102	BHS	John Lack	12/14/2024	6/30/2025	Band	Online Gift/Catalog Item Sales	TNT Fireworks
10101	CHS	Kristy Lane	12/14/2024	6/6/2025	Women's Empowerment Club	Family Restaurant Night*	Chipotle Mexican Grill
10100	TK Elem	Sarah Gottfried	12/14/2024	6/6/2025	ASB	Candy Sales*	See's Candies
10099	CHS	Carolyn Mendonca	12/14/2024	6/6/2025	AP Biology	Family Restaurant Night*	Habit Burger Grill
10098	CHS	Tami Spurgeon	12/14/2024	6/6/2025	Choir	Shredding Event	City of Clovis Better Bus. Bureau

\*In compliance with Board Policy 3554.

**Clovis Unified School District  
Fundraiser Requests 12.13.2024**

10097	CHS	Ephion Jackson	12/14/2024	6/6/2025	Track	Donations to Program	Vertical Raise
10096	CHS	Kelly Kellogg	12/14/2024	6/6/2025	Boys Tennis	Donations to Program	None
10095	CHS	Kelly Kellogg	12/14/2024	6/6/2025	Tennis	Car Wash Coupon Books	Red Carpet Carwash
10093	CHS	Ephion Jackson	1/31/2025	1/31/2025	Track	Adult Dinners/Dance (ie. BBQs, crab feasts)*	JD Foods, Valley Wide Catering
10092	CWHS	Greg White	12/14/2024	6/13/2025	Boys Volleyball	Online Donations	Vertical Raise
10091	Miramonte Elem	Michelle Dodson	12/14/2024	6/6/2025	Foundation	Family Restaurant Night*	Chipotle Mexican Grill, Deli Delicious, Habit Burger Grill, Me-n-Ed's, Panda Express, See's Candies, Taco Bell, Crave Cookie, Raising Cane's
10090	CNEC	Lavinia Terra	12/14/2024	6/6/2025	Unheard Cries Club	Family Restaurant Night*	Chipotle Mexican Grill, Jamba Juice, McDonald's, Panda Express, Raising Cane's
10089	Oraze Elem	Sara McAvoy	12/14/2024	6/6/2025	PTC	First Pitch	Fresno Grizzlies
10088	BHS	Jennifer Bump	12/14/2024	6/30/2025	Foundation	Spirit Wear/Spirit Packs	All Signs
10086	Fancher Creek Elem	Annise Magpayo	12/16/2024	6/6/2025	PTC	Souvenir Sales at Events	Around the World Yo-Yo Entertainment
10084	Freedom Elem	Laurel Graves	12/14/2024	6/6/2025	ASB	Food Truck*	El Taco Nazo, Mountain Mike's Pizza, Chronic Tacos, Jay's Specialty Ice Cream, Gastro Grill, Mad Duck Craft Brewing Co, Bulldog Burger Bistro, Dad's Cookies , Rollin Donuts, Twisted Bowls, Mochilicious, Rice on Wheels, Wicked Waffle, Nuovo Pizza, Spicy Birdz
10083	Freedom Elem	Laurel Graves	12/14/2024	6/6/2025	PTC	Food Truck*	El Taco Nazo, Mountain Mike's Pizza, Chronic Tacos, Jay's Specialty Ice Cream, Gastro Grill, Mad Duck Craft Brewing Co, Bulldog Burger Bistro, Dad's Cookies , Rollin Donuts, Twisted Bowls, Mochilicious, Rice on Wheels, Wicked Waffle, Nuovo Pizza, Spicy Birdz
10082	SpEd	Christoph Lusse	12/14/2024	6/6/2025	Transitions	Concession Stand Sales*	Walmart

\*In compliance with Board Policy 3554.

**Clovis Unified School District  
Fundraiser Requests 12.13.2024**

10075	Woods Elem	Cecelia Dansby	12/14/2024	6/30/2025	Student Council	Donations for Charitable Organizations	American Heart Association
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\*In compliance with Board Policy 3554.

## CUSD Board Agenda Item

Agenda Item: 03

**Title:** Student Trip Requests

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**CONTACT:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the Student Trip Requests, as submitted.

**DISCUSSION:**

Attached are the Student Trip Requests submitted for Board approval.

**FISCAL IMPACT:**

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

[12.13.2024StudentTripRequests.pdf](#)

12-04-2024

**Clovis Unified School District  
Student Trip Requests 12.13.2024**

<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96154	CWHS Boys Basketball	12/26/2024 06:00 AM	12/28/2024 11:00 PM	CWH/ATH-FDN-Van-BrdApp	Modesto, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96329	BHS Girls Basketball	12/26/2024 06:00 AM	12/30/2024 11:00 PM	CCUR-BHS/FDN-Van-BrdApp	Burbank, CA	12
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96027	CCUR Clovis Academy Gymnastics	01/03/2025 05:00 AM	01/05/2025 06:00 PM	CCUR-NONE-BrdApp	Rancho Cordova, CA	37
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95771	CCUR Clovis Academy Gymnastics	01/09/2025 05:00 AM	01/13/2025 06:00 PM	CCUR-NONE-BrdApp	Las Vegas, NV	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95890	BHS Wrestling	01/09/2025 06:00 AM	01/11/2025 11:00 PM	BHS/ATH-0500-Van-BrdApp	Sacramento, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96189	AQUA Clovis Water Polo Club	01/11/2025 02:00 PM	01/12/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96003	CCUR Clovis Academy Gymnastics	01/15/2025 05:00 AM	01/20/2025 08:00 PM	CCUR-NONE-BrdApp	Chicago, IL	8
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95891	BHS Wrestling	01/16/2025 06:00 AM	01/18/2025 11:00 PM	BHS/ATH-0500-Van-BrdApp	Huntington Beach, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96032	CCUR CHS Girls Volleyball	01/17/2025 05:00 AM	01/20/2025 06:00 PM	CCUR-NONE-BrdApp	San Jose, CA	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96033	CCUR CHS Girls Volleyball	01/18/2025 05:00 AM	01/20/2025 06:00 PM	CCUR-NONE-BrdApp	San Mateo, CA	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96156	CNEC Mock Trial	01/18/2025 05:00 AM	01/19/2025 07:30 PM	CNH-ASB-Van-BrdApp	Carmel, CA	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96191	AQUA Clovis Water Polo Club	01/18/2025 02:00 PM	01/19/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96108	CEHS JROTC	01/22/2025 08:30 AM	01/24/2025 03:00 PM	CEH-FDN-SchoolBus-BrdApp	Sonora, CA	70
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95741	CWHS Wrestling	01/23/2025 06:00 AM	01/25/2025 10:00 PM	CWH/ATH-FDN-Van-BrdApp	Morro Bay, CA	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96185	AQUA Clovis Water Polo Club	01/24/2025 03:30 PM	01/26/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96194	AQUA Clovis Water Polo Club	01/24/2025 03:30 PM	01/26/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96036	CCUR CHS Girls Volleyball	01/30/2025 05:00 AM	02/02/2025 06:00 PM	CCUR-NONE-BrdApp	Las Vegas, NV	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95777	CWHS Wrestling	01/31/2025 06:00 AM	02/01/2025 10:00 PM	CWH/ATH-FDN-Van-BrdApp	San Francisco, CA	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96186	AQUA Clovis Water Polo Club	01/31/2025 03:30 PM	02/02/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30



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<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96187	AQUA Clovis Water Polo Club	01/31/2025 03:30 PM	02/02/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96197	AQUA Clovis Water Polo Club	01/31/2025 03:30 PM	02/02/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96199	AQUA Clovis Water Polo Club	01/31/2025 03:30 PM	02/02/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96382	CEHS FFA	02/07/2025 08:30 AM	02/08/2025 11:00 PM	CEH-ASB-Van-BrdApp	Chico, CA	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96004	CWHS Pom and Cheer	02/13/2025 08:00 AM	02/19/2025 12:00 PM	CWH-FDN-CharterBus-BrdApp	Anaheim, CA	35
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96184	CWHS Girls Soccer	02/13/2025 07:00 AM	02/15/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96171	CWHS Girls Soccer	02/14/2025 07:00 AM	02/16/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96172	CWHS Girls Soccer	02/14/2025 07:00 AM	02/16/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96379	CEHS FFA	02/14/2025 10:00 AM	02/15/2025 02:00 PM	CEH-NONE-BrdApp	Visalia, CA	3
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96384	CEHS FFA	02/14/2025 03:45 PM	02/15/2025 08:30 PM	CEH-NONE-BrdApp	Santa Maria, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96037	CCUR CHS Girls Volleyball	02/15/2025 05:00 AM	02/17/2025 06:00 PM	CCUR-NONE-BrdApp	Roseville, CA	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96183	CWHS Girls Soccer	02/17/2025 07:00 AM	02/19/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96173	CWHS Girls Soccer	02/18/2025 07:00 AM	02/20/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96174	CWHS Girls Soccer	02/18/2025 07:00 AM	02/20/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96182	CWHS Girls Soccer	02/19/2025 07:00 AM	02/22/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96097	CNEC Boys Tennis	02/20/2025 07:00 AM	02/22/2025 09:00 PM	CNH/ATH-0500-Van-BrdApp	Santa Maria, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96019	CNEC Band	02/21/2025 07:00 AM	02/23/2025 11:55 PM	CNH-ASB-CharterBus-BrdApp	San Diego, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96175	CWHS Girls Soccer	02/21/2025 07:00 AM	02/22/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96190	CNEC Boys Golf	02/23/2025 07:00 AM	02/24/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	Santa Maria, CA	6

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<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96176	CWHS Girls Soccer	02/24/2025 07:00 AM	02/28/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96181	CWHS Boys Soccer	02/24/2025 07:00 AM	02/28/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96160	CWHS Wrestling	02/26/2025 06:00 AM	03/02/2025 08:00 PM	EDSV-PLAYOFF-Van-BrdApp	Bakersfield, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96022	CHS Softball	02/27/2025 06:00 AM	03/01/2025 11:00 PM	CHS-FDN-Van-BrdApp	Santa Maria, CA	16
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96098	CNEC Boys Tennis	02/27/2025 07:00 AM	03/01/2025 09:00 PM	CNH/ATH-0500-Van-BrdApp	Santa Maria, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96101	CNEC Boys Tennis	02/28/2025 07:00 AM	03/01/2025 09:00 PM	CNH/ATH-0500-Van-BrdApp	Davis, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96202	CWHS Baseball	02/28/2025 08:30 AM	03/01/2025 10:45 PM	CWH/ATH-FDN-Van-BrdApp	Pismo Beach, CA	28
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96224	AQUA Clovis Water Polo Club	02/28/2025 03:30 PM	03/02/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	60
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96222	AQUA Clovis Water Polo Club	03/01/2025 02:00 PM	03/02/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96161	CWHS Girls Basketball	03/03/2025 07:00 AM	03/05/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96166	CWHS Boys Basketball	03/03/2025 07:00 AM	03/05/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96177	CWHS Girls Soccer	03/03/2025 07:00 AM	03/06/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96180	CWHS Boys Soccer	03/03/2025 07:00 AM	03/06/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95830	AQUA Clovis Swim Club	03/04/2025 06:00 AM	03/09/2025 06:00 PM	AQUA-NONE-BrdApp	Justin, TX	28
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96011	CHS Boys Basketball	03/04/2025 06:00 AM	03/06/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Santa Maria, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96015	CHS Girls Basketball	03/04/2025 06:00 AM	03/06/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Santa Maria, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96162	CWHS Girls Basketball	03/05/2025 07:00 AM	03/07/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96167	CWHS Boys Basketball	03/05/2025 06:00 AM	03/07/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96192	CNEC Boys Golf	03/05/2025 07:00 AM	03/06/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	Monterey, CA	6

**Clovis Unified School District  
Student Trip Requests 12.13.2024**

<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96012	CHS Boys Basketball	03/06/2025 06:00 AM	03/08/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Santa Maria, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96016	CHS Girls Basketball	03/06/2025 06:00 AM	03/08/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Santa Maria, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96126	CNEC Boys Volleyball	03/06/2025 07:00 AM	03/08/2025 11:00 PM	CNH/ATH-0500-Van-BrdApp	Poway, CA	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96178	CWHS Girls Soccer	03/06/2025 07:00 AM	03/09/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96179	CWHS Boys Soccer	03/06/2025 07:00 AM	03/09/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96026	CCUR Clovis Academy Gymnastics	03/07/2025 05:00 AM	03/09/2025 06:00 PM	CCUR-NONE-BrdApp	Lodi, CA	37
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96038	CCUR CHS Girls Volleyball	03/07/2025 05:00 AM	03/09/2025 06:00 PM	CCUR-NONE-BrdApp	Roseville, CA	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96044	CNEC Band	03/07/2025 07:00 AM	03/09/2025 09:30 PM	CNH-ASB-CharterBus-BrdApp	Manhattan Beach, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96056	CNEC Band	03/07/2025 07:00 AM	03/09/2025 04:00 PM	CNH-ASB-CharterBus-BrdApp	Long Beach, CA	52
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96157	CWHS Boys Volleyball	03/07/2025 05:00 AM	03/08/2025 10:00 PM	CWH/ATH-FDN-Van-BrdApp	San Luis Obispo, CA	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96163	CWHS Girls Basketball	03/07/2025 07:00 AM	03/09/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96168	CWHS Boys Basketball	03/07/2025 06:00 AM	03/10/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96195	CNEC Boys Golf	03/07/2025 07:00 AM	03/08/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	Diablo, CA	5
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96388	CEHS BSU	03/07/2025 08:00 AM	03/09/2025 05:00 PM	CEH-0500-Van-BrdApp	Riverside, CA	8
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96164	CWHS Girls Basketball	03/09/2025 07:00 AM	03/12/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96013	CHS Boys Basketball	03/10/2025 06:00 AM	03/12/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Santa Maria, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96017	CHS Girls Basketball	03/10/2025 06:00 AM	03/12/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Santa Maria, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96169	CWHS Boys Basketball	03/10/2025 06:00 AM	03/12/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96201	CNEC Track and Field	03/11/2025 07:00 AM	03/17/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	New York City, NY	10

**Clovis Unified School District  
Student Trip Requests 12.13.2024**

<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95910	BHS Sports Med	03/13/2025 08:00 AM	03/15/2025 09:30 PM	BHS-ROP-CTEIG-PC-Van-BrdApp	Los Angeles, CA	12
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96014	CHS Boys Basketball	03/13/2025 06:00 AM	03/16/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Sacramento, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96018	CHS Girls Basketball	03/13/2025 06:00 AM	03/16/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Sacramento, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96165	CWHS Girls Basketball	03/13/2025 07:00 AM	03/16/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96170	CWHS Boys Basketball	03/13/2025 06:00 AM	03/16/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95904	CWHS Swim and Dive	03/14/2025 07:00 AM	03/17/2025 11:00 PM	CWH/ATH-ASB-Van-BrdApp	Walnut, CA	48
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96099	CNEC Boys Tennis	03/14/2025 07:00 AM	03/15/2025 09:00 PM	CNH/ATH-0500-Van-BrdApp	LaQuinta, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96100	CNEC Boys Tennis	03/14/2025 07:00 AM	03/15/2025 09:00 PM	CNH/ATH-0500-Van-BrdApp	Davis, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96223	AQUA Clovis Water Polo Club	03/15/2025 02:00 PM	03/16/2025 10:00 PM	POLO-Car-BrdApp	Northern/Southern, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96142	CNEC Boys Volleyball	03/16/2025 07:00 AM	03/19/2025 11:00 PM	CNH/ATH-0500-Van-BrdApp	Las Vegas, NV	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96021	CHS Softball	03/18/2025 06:00 AM	03/22/2025 11:00 PM	CHS-FDN-Van-BrdApp	Las Vegas, NV	16
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95674	BHS Choir	03/21/2025 08:30 AM	03/22/2025 09:30 PM	BHS-AMS-6770-SchoolBus-BrdApp	San Luis Obispo, CA	34
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96125	CNEC Band	03/21/2025 07:00 AM	03/23/2025 07:45 PM	CNH-ASB-CharterBus-BrdApp	Palm Desert, CA	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96158	CWHS Boys Volleyball	03/21/2025 05:00 AM	03/22/2025 10:00 PM	CWH/ATH-FDN-Van-BrdApp	Sacramento, CA	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
95816	BHS Band	03/22/2025 07:00 AM	03/24/2025 02:00 AM	BHS-FDN-CharterBus-BrdApp	San Bernardino, CA	50
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96045	CCUR CHS Girls Volleyball	04/03/2025 05:00 AM	04/06/2025 06:00 PM	CCUR-NONE-BrdApp	Reno, NV	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96047	CCUR CHS Girls Volleyball	04/03/2025 05:00 AM	04/06/2025 06:00 PM	CCUR-NONE-BrdApp	Reno, NV	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96050	CCUR CHS Girls Volleyball	04/03/2025 05:00 AM	04/06/2025 06:00 PM	CCUR-NONE-BrdApp	Reno, NV	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96028	CCUR Clovis Academy Gymnastics	04/04/2025 05:00 AM	04/06/2025 06:00 PM	CCUR-NONE-BrdApp	Santa Rosa, CA	37

**Clovis Unified School District  
Student Trip Requests 12.13.2024**

<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96042	CCUR CHS Girls Volleyball	04/04/2025 05:00 AM	04/06/2025 06:00 PM	CCUR-NONE-BrdApp	Roseville, CA	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96196	CNEC Boys Golf	04/06/2025 07:00 AM	04/08/2025 11:00 PM	CNH/ATH-0500-Van-BrdApp	Palm Springs, CA	6
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96117	CCUR Clovis United	04/09/2025 06:00 AM	04/16/2025 11:00 PM	CCUR-NONE-BrdApp	Pensacola, FL	60
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96046	CCUR CHS Girls Volleyball	04/24/2025 05:00 AM	04/27/2025 06:00 PM	CCUR-NONE-BrdApp	Reno, NV	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96114	CNEC Science	04/24/2025 06:00 AM	04/28/2025 09:00 PM	CNH-NONE-BrdApp	Leesburg, VA	5
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96152	Granite Ridge Science	04/24/2025 06:00 AM	04/28/2025 09:00 PM	CNH-NONE-BrdApp	Leesburg, VA	5
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96159	CWHS Boys Volleyball	04/25/2025 05:00 AM	04/26/2025 10:00 PM	CWH/ATH-FDN-Van-BrdApp	Milpitas, CA	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96030	CCUR Clovis Academy Gymnastics	05/02/2025 05:00 AM	05/04/2025 06:00 PM	CCUR-NONE-BrdApp	Roseville, CA	37
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96049	CCUR CHS Girls Volleyball	05/23/2025 05:00 AM	05/26/2025 06:00 PM	CCUR-NONE-BrdApp	Long Beach, CA	20
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96198	CNEC Boys Golf	05/27/2025 07:00 AM	05/29/2025 11:00 PM	EDSV-PLAYOFF-Van-BrdApp	Chino Hills, CA	6
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96200	CNEC Boys Golf	06/01/2025 07:00 AM	06/03/2025 10:00 PM	EDSV-PLAYOFF-Van-BrdApp	San Gabriel, CA	6
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
96210	CCUR CN Track and Field	06/16/2025 07:00 AM	06/23/2025 10:00 PM	CCUR-NONE-BrdApp	Eugene, OR	5

Wednesday, December 04, 2024 10:55 AM

**Title:** Voluntary Community Recreation Programs

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**CONTACT:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the Voluntary Community Recreation Programs, as submitted.

**DISCUSSION:**

The Clovis Community Sports and Recreation Department provides and operates noneducational, athletic and recreation programs and activities for the access and enjoyment of Clovis and surrounding communities. Such noneducational, recreational programs and activities are not part of the District’s curricular, extracurricular, or co-curricular educational programs, and are entirely separate and distinct from the District’s educational program. The Department’s recreational offerings are available to all age-appropriate participants in Clovis, Fresno and surrounding communities, whether or not such participants are enrolled in the District’s educational program, and students enrolled in the District’s educational program are never required to participate in the Department’s noneducational, recreational programs or activities.

The proposed costs listed below are to attend the camp/clinic and may not include additional items such as spirit packs, shirts, jerseys, etc. The additional items will be provided at cost with no profit for the program. All additional items will be specifically identified in the flyers to the community.

Clovis Community Sports and Recreation Department  
Swim and Dive Conditioning Camp  
Buchanan High School  
Date: December 14 - 20, 2024  
Grade: 9-12  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Water Polo Winter Camp  
Clovis East High School  
Date: December 14, 2024 - January 31, 2025  
Grade: 7-12  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Elementary Water Polo Skills Camp  
Reyburn Intermediate School  
Date: December 14, 2024 - February 28, 2025  
Grade: 4-8

Cost: \$65.00 per participant

Clovis Community Sports and Recreation Department  
Winter Water Polo Camp

Clovis North High School

Date: December 16, 2024 - February 28, 2025

Grade: 7-12

Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department  
Elementary Color Guard

Clovis North High School

Date: December 16, 2024 - April 30, 2025

Grade: 3-6

Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Boys Golf Winter Workouts

Clovis West High School

Date: December 18, 2024 - January 16, 2025

Grade: 9-12

Cost: \$0

Clovis Community Sports and Recreation Department  
Preseason Track and Field Development Camp

Clovis High School

Date: January 1 - 30, 2025

Grade: 9-12

Cost: \$0

Clovis Community Sports and Recreation Department  
Preseason Conditioning Boys Tennis

Clovis High School

Date: January 7 - 15, 2025

Grade: 9-12

Cost: \$0

Clovis Community Sports and Recreation Department  
Bear Nation Elementary Softball Camp

Buchanan High School

Date: January 25 - February 8, 2025

Grade: 3-6

Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
New Year's Boys Tennis Camp

Granite Ridge Intermediate School

Date: January 27 - 29, 2025

Grade: 7-8

Cost: \$0

Clovis Community Sports and Recreation Department  
New Year's Elementary Tennis Clinic  
Clovis North High School  
Date: February 3 - 5, 2025  
Grade: K-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Volleyball - Open Gym  
Clovis East High School  
Date: February 3 - May 30, 2025  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Hustlin Eagles Basketball Spring AAU  
Clovis West High School  
Date: March 10 - May 31, 2025  
Grade: 2-12  
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department  
Spring Break Tennis Camp  
Clovis High School  
Date: April 14 - 16, 2025  
Grade: K-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Tiny T-Wolves Spring Volleyball Clinic  
Clovis East High School  
Date: April 27 - May 18, 2025  
Grade: K-2  
Cost: \$25.00 per participant

Clovis Community Sports and Recreation Department  
Summer Elementary Tennis Camp  
Clovis High School  
Date: June 9 - 20, 2025  
Grade: K-6  
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department  
Summer Junior High and High School Tennis Camp  
Clovis High School  
Date: June 9 - 20, 2025  
Grade: 7-12  
Cost: \$50.00 per participant



**FISCAL IMPACT:**

No fiscal impact.

**REVISIONS:**

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**ATTACHMENTS:****Description****Upload Date**

## CUSD Board Agenda Item

Agenda Item: 0 5

**Title:** November 13, 2024, Governing Board Special Meeting Minutes

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**CONTACT:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the minutes of the November 13, 2024, Governing Board special meeting, as submitted.

**DISCUSSION:**

**FISCAL IMPACT:**

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

[11.13.2024SpecialMinutes.pdf](#)

12-05-2024



**SPECIAL GOVERNING BOARD MEETING  
MINUTES**

**November 13, 2024**

**Conference Room 4  
1680 David E. Cook Way, Clovis, California**

**4:00 PM - PUBLIC SESSION**

Members of the public who wish to provide public comments must do so in-person during the board meeting. **Please complete and submit a Public Comment Form before the start of the Public Session on the day of the meeting.** The Public Comment Form is available outside the board meeting room on the day of the meeting. During the meeting, speakers who have requested to address the Board will be called to do so. Comments on items that are on the agenda are to be made when the item is called by the Board President. Comments on matters that are not on the agenda are to be made during the Public Presentations. Pursuant to Board Bylaw No. 9323, each speaker generally has up to 2 minutes to speak. The Board President may adjust the time allotted for each speaker and limit the total time for public comment. No speaker may yield his or her time to another speaker. Each regular board meeting will be video recorded by the District, the recording of which will be made accessible to the public within 48 hours of the board meeting at:

<https://www.cusd.com/BoardMeetingsAgendasArchives.aspx>

**Regular Meeting AGENDA**

Additional information regarding this agenda may be viewed through the District's website at <https://www.cusd.com/BoardMeetingsAgendasArchives.aspx>

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 327-9100. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting. Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1450 Herndon Avenue, Clovis, California. An invocation may be held prior to the start of the Board meeting. Attendance during and participation in the invocation are optional and voluntary. No students, parents, members of the public, Board members, student board member, or employees are required to attend or participate in the invocation.

**A. CALL TO ORDER**

President Hugh Awtrey called the special Governing Board meeting to order at 4:00 p.m.

**B. ROLL CALL**

Board Members Present:  
Hugh Awtrey, President

Yolanda Moore, Vice-President (arrived 4:15 p.m.)  
Clinton Olivier, Clerk (arrived 4:03 p.m.)  
Deena Combs-Flores, Member (arrived 4:46 p.m.)  
David DeFrank, Member  
Steven G. Fogg, M.D., Member  
Tiffany Stoker Madsen, Member

District Administration Present:

Corrine Folmer, Ed.D., Superintendent  
Norm Anderson, Deputy Superintendent  
Marc Hammack, Ed.D., Associate Superintendent  
Barry Jager, Associate Superintendent  
Michael Johnston, Associate Superintendent  
Kelly Avants, APR, Chief Communication Officer

**C. ADOPTION OF AGENDA**

Adopted the November 13, 2024, Governing Board special meeting agenda, as submitted. Vice-President Yolanda Moore, Clerk Clinton Olivier and Board Member Deena Combs-Flores were not present for this vote.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Stoker Madsen Passed: 4-0 Board Members voting Ayes: Awtrey, DeFrank, Fogg, Stoker Madsen Board Members voting Absent: Combs-Flores, Moore, Olivier

**D. WORKSHOP**

1. Annual Student Achievement Board Workshop

Staff reported on the state and local assessment results for the 2023-24 school year.

**E. ADJOURNMENT**

President Hugh Awtrey adjourned the Governing Board special meeting at 5:29 p.m.

RESPECTFULLY SUBMITTED:

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Clerk

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Secretary

## CUSD Board Agenda Item

Agenda Item: 0 6

**Title:** November 13, 2024, Governing Board Regular Meeting Minutes

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**CONTACT:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the minutes of the November 13, 2024, Governing Board regular meeting, as submitted.

**DISCUSSION:**

**FISCAL IMPACT:**

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

[11.13.2024Minutes.pdf](#)

12-04-2024



## GOVERNING BOARD MEETING

### MINUTES

November 13, 2024

*Professional Development Building, Boardroom  
1680 David E. Cook Way, Clovis, California*

**5:30 P.M. – CLOSED SESSION**

**6:30 P.M. – PUBLIC SESSION**

Members of the public who wish to provide public comments must do so in-person during the board meeting. **Please complete and submit a Public Comment Form before the start of the Public Session on the day of the meeting.** The Public Comment Form is available outside the board meeting room on the day of the meeting. During the meeting, speakers who have requested to address the Board will be called to do so. Comments on items that are on the agenda are to be made when the item is called by the Board President. Comments on matters that are not on the agenda are to be made during the Public Presentations. Pursuant to Board Bylaw No. 9323, each speaker generally has up to 2 minutes to speak. The Board President may adjust the time allotted for each speaker and limit the total time for public comment. No speaker may yield his or her time to another speaker. Each regular board meeting will be video recorded by the District, the recording of which will be made accessible to the public within 48 hours of the board meeting at:

<https://www.cusd.com/BoardMeetingsAgendasArchives.aspx>

### **Regular Meeting AGENDA**

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An invocation may be held prior to the start of the Board meeting. Attendance during and participation in the invocation are optional and voluntary. No students, parents, members of the public, Board members, student board member, or employees are required to attend or participate in the invocation.

### **INVOCATION**

Board Member Tiffany Stoker Madsen led the invocation.

### **A. CALL TO ORDER**

President Hugh Awtrey called the Governing Board meeting to order at 5:34 p.m.

## **B. ROLL CALL**

### Board Members Present:

Hugh Awtrey, President  
Yolanda Moore, Vice-President  
Clinton Olivier, Clerk  
Deena Combs-Flores, Member  
David DeFrank, Member  
Steven Fogg, M.D., Member  
Tiffany Stoker Madsen, Member

### District Administration Present:

Corrine Folmer, Ed.D., Superintendent  
Norm Anderson, Deputy Superintendent  
Marc Hammack, Ed.D., Associate Superintendent  
Barry Jager, Associate Superintendent  
Michael Johnston, Associate Superintendent  
Shawn VanWagenen, General Counsel  
Kelly Avants, APR, Chief Communications Officer

## **C. ADOPTION OF AGENDA**

Adopted the November 13, 2024, Governing Board meeting agenda, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Clinton Olivier. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen

## **D. CLOSED SESSION**

The Board adjourned to Closed Session at 5:37 p.m. to discuss the following items:

1. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Significant Exposure to Litigation (Pursuant to Subdivision (d)(2) of Gov't. Code §54956.9) – 1 case
2. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (Gov't Code §54956.9(d)) - SA-CE-3040-E, SA-CE-3047-E, SA-CE-3051-E, Case No. 1:24-CV-01074, OAH Cases No. 2024041077, 2024060139, 2024010630
3. CONFERENCE WITH LABOR NEGOTIATORS (Education Code §54957.6) Agency Negotiator – Corrine Folmer, Ed.D., Supt. Negotiating Parties – Contracted Emps., Cert. Mgmt., Cert. Teachers, Class. Emps., Class. Mgmt. and Ops. Unit (Represented by CSEA Clovis Chapter 250)
4. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 4151.10, 4251.10, 4351.10, 4151.21, 4151.22, 4151.23, AND 4251.10 (Gov't. Code §54957)
5. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
6. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)

## **E. RECONVENE FOR PUBLIC SESSION**

President Hugh Awtrey reconvened the public meeting at 6:30 p.m.

**F. RECOGNITION OF VISITORS**

President Hugh Awtrey welcomed meeting attendees present.

**G. PLEDGE OF ALLEGIANCE**

Student Board Representative Miranda Renteria from Buchanan High School led the Board members and meeting attendees in the Pledge of Allegiance.

**H. CLOSED SESSION MOTIONS**

Approved routine Personnel Matters, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Deena Combs-Flores. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

Approved Student Discipline Matters regarding Students 25-03 through 25-08, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Clinton Olivier. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

**I. SUPERINTENDENT'S REPORT**

Superintendent Corrine Folmer, Ed.D. shared her report with the members of the Governing Board regarding recent news, events and achievements from across the District.

**J. STUDENT REPRESENTATIVE REPORT**

Student Board Representative Miranda Renteria from Buchanan High School gave a report on the activities and achievements in Clovis Unified School District's comprehensive areas.

**K. SPECIAL PRESENTATIONS**

**1. Alta Sierra Intermediate Choral Performance**

Alta Sierra Intermediate School's Chamber Choir performed two selections under the direction of Rachael Watson.

**2. Red Ribbon Week Presentation**

The School Leadership team presented information about the history of Red Ribbon Week and an overview of activities and events held in Clovis Unified to promote the 2024 Red Ribbon Week theme, "Life is a Movie, Film Drug Free."

**3. Recognition of Retiring Board Member**

Recognized the four years of service of retiring Board Member David DeFrank to the Clovis Unified School District Governing Board.

**L. PUBLIC PRESENTATIONS**

*This time is reserved for individuals who may wish to address the Board regarding a matter that is not included on the agenda. Please note that because the items brought up by the public during this time are not on the agenda, the Governing Board may not discuss or act upon such items.*

**M. PUBLIC HEARINGS**

**1. Public Hearing Regarding the Conveyance of Public Utility Easement to Fresno Irrigation District, APN 550-020-47T**

Conducted a public hearing at 7:20 p.m. at 1680 David E. Cook Way, Clovis, California,



regarding the conveyance of a public utility easement to Fresno Irrigation District (FID) regarding APN 550-020-47T. No meeting attendees spoke at this public hearing.

2. Public Hearing and Sunshine Proposal for Collective Bargaining Agreement Between ACE ASL Interpreters and Clovis Unified School District  
Sunshined and conducted a public hearing at 7:20 p.m. at 1680 David E. Cook Way, Clovis, California, regarding the initial collective bargaining agreement between ACE ASL Interpreters and Clovis Unified School District. No meeting attendees spoke at this public hearing.

## **N. STAFF REPORTS**

1. Bond Update  
Staff provided an update on Bond Measure A and the status of future projects.

## **O. CONSENT**

1. Conference Requests  
Approved the Conference Requests, as submitted.  
  
Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.
2. Fundraiser Requests  
Approved the Fundraiser Requests, as submitted.  
  
Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.
3. Student Trip Requests  
Approved the Student Trip Requests, as submitted.  
  
Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.
4. Voluntary Community Recreation Programs  
Approved the Voluntary Community Recreation Programs, as submitted.  
  
Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.
5. October 23, 2024, Governing Board Meeting Minutes  
Approved the minutes of the October 23, 2024, Governing Board meeting, as submitted.  
  
Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.
6. Ratification of Purchase Orders, District Contracts and Check Register  
Ratified Purchase Orders, District Contracts and Warrants numbered 682840 through 684197.  
  
Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

7. Notice of Completion

Adopted the Notice of Completion, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

8. 2025 Summer School Academic Calendar

Approved the recommended 2025 CUSD Summer School Academic Calendar, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

9. Donation of a Facility Branding Enhancer Package to the Terry P. Bradley Educational Center

Accepted the donation of a Custom Facility Branding Enhancer Package to the Terry P. Bradley Educational Center.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

**P. ACTION**

*In general (unless otherwise noted), these items were seen for Information at the prior Board meeting and will be voted on at this meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

1. Public Hearing and Sunshine Proposal for Collective Bargaining Agreement Between Clovis Unified School District and ACE ASL Interpreters

Sunshined and scheduled a public hearing on December 13, 2024, no earlier than 12:15 p.m. at 1680 David E. Cook Way, Clovis, California for the initial collective bargaining agreement between Clovis Unified School District and ACE ASL Interpreters.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

2. Construction Costs for Increment Five of the Terry P. Bradley Educational Center

Approved construction costs for increment five of the Terry P. Bradley Educational Center and related provisions of the lease-leaseback agreement, and authorized the Superintendent or designee to execute the schedule of sublease payments for increment five.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Clinton Olivier. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

3. Appointment of Architect for Portable and Shade Structure Projects

Authorized the Superintendent or designee to enter into an agreement with Gonzalez Architects to provide design services for portable and shade structure projects during the 2024-25 school year.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Deena Combs-Flores. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

4. Resolution No. 4017 - Authorizing Acquisition of Easements and Rights of Way for the Terry P. Bradley Educational Center

Adopted Resolution No. 4017 authorizing the acquisition of easements and rights of way in real

property for the Terry P. Bradley Educational Center.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Clinton Olivier. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

5. Resolution No. 4020 - Approving Conveyance of Easement to Fresno Irrigation District, APN 550-020-47T

Adopted Resolution No. 4020 approving the conveyance of an easement to Fresno Irrigation District (FID) for installation of a pipeline and other incidental purposes regarding APN 550-020-47T.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Combs-Flores, DeFrank, Fogg, Moore, Olivier, Stoker Madsen.

## **Q. INFORMATION**

*Unless otherwise noted, these items are on the agenda to provide time for Board members to review prior to taking action on the items at the next Board meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

1. Resolution No. 4018 - In the Matter of Unopposed and/or Insufficient Nominations for Governing Board Election; No Election for Listed Seats; Seating at Annual Organization Meeting - Steven G. Fogg, M.D. and Yolanda Moore  
Adopt Resolution No. 4018 in the matter of unopposed and/or insufficient nominations of Governing Board elections; no election for listed seats; and seating at the annual organization meeting for Steven G. Fogg, M.D. and Yolanda Moore for a four-year term, beginning December 13, 2024.
2. Resolution No. 4024 - Declaring Elected Board Members to Office  
Adopt Resolution No. 4024 declaring the elected Board members to office for Trustee Areas 2 and 4.
3. Annual Organization Meeting  
Conduct the annual organization meeting including (1) election of Board officers; (2) appointments to Board subcommittees, Center for Advanced Research and Technology Board of Directors, CSBA Delegate Assembly, and Fresno County Trustees Association, Inc.; and (3) approval of the schedule of regular Board meetings for July 2025 through June 2026 and setting of the annual organization meeting for December 2025.
4. Appointment of Architect for the Warehouse Freezer Project  
Authorize the Superintendent or designee to enter into an agreement with the recommended architectural firm to provide design services for the Warehouse freezer project.
5. Annual Developer Fee Findings and Public Information Report 2023-2024  
Accept the 2023-24 Developer Fee Findings and Public Information Report as required by Government Code sections 66001 and 66006, as submitted.
6. Annual First Interim Report with a Positive Certification  
Approve the District's First Interim Financial Report, as submitted, and adopt a Positive Certification indicating the District will be able to meet its financial obligations for the remainder of the 2024-25 school year as required by Assembly Bill 1200.
7. Agreement with Arts Enrichment For All

Authorize the Superintendent or designee to enter into an agreement with Arts Enrichment for All to provide visual and performing arts lessons to Boris, Young and Freedom Elementary during the 2024-25 school year, as submitted.

8. Memorandums of Understanding Between Clovis Unified School District and California School Employees Association, Chapter 250  
Approve the Memorandums of Understanding to adjust the longevity pay amount effective July 1, 2021, July 1, 2022, July 1, 2023, and the Professional Growth program, ensuring compliance with Public Employees' Retirement Law (PERL) and California Public Employees' Retirement System (CalPERS) regulations.
9. New Board Policy No. 4252 - Classified Special Compensation  
Adopt new Board Policy No. 4252 - Classified Special Compensation, as submitted.
10. Resolution No. 4021 - Adopting a Mitigated Negative Declaration for the District Campus Phase II Project  
Adopt Resolution No. 4021 adopting a negative declaration for the District Campus Phase II project.
11. Resolution No. 4023 – Agreement with San Joaquin Valley Air Pollution Control District  
Adopt Resolution No. 4023 authorizing the Superintendent or designee to submit an application to the San Joaquin Valley Air Pollution Control District (SJVAPCD) to participate in the New Alternative Fuel Vehicle Grant Program.

#### **R. BOARD SUBCOMMITTEE REPORTS**

1. Admin Services/HR Board Subcommittee (Awtrey, Fogg, Olivier)  
President Hugh Awtrey shared that there was discussion about the status of the Bond Measure. Board Member Steven Fogg, M.D., reported that some personnel issues were covered.
2. Instructional Services/School Leadership Board Subcommittee (DeFrank, Moore, Stoker Madsen)  
Board Member Tiffany Stoker Madsen relayed that there was discussion about the new Ethnic Studies course. Board Member David DeFrank shared that other new courses of study were covered as well.
3. Center for Advanced Research and Technology (CART) Board Meeting (Awtrey)  
President Hugh Awtrey reported that the Bio-Med course was discussed as well as recruitment for the 2025-26 school year.

#### **S. BOARD MEMBER REPORTS**

#### **T. ADJOURNMENT**

President Hugh Awtrey adjourned the Governing Board meeting at 8:17 p.m.

RESPECTFULLY SUBMITTED:

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Clerk

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Secretary

**CUSD Board Agenda Item**

**Agenda Item: 07**

**Title:** Ratification of Purchase Orders, District Contracts and Check Register

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**CONTACT:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Ratify Purchase Orders, District Contracts and Warrants numbered 684198 through 685731.

**DISCUSSION:**

District Administration recommends ratification of the Purchase Orders and District Contracts for the period of October 30, 2024 - November 22, 2024, as well as the Warrant register for October 31, 2024 - November 22, 2024. This information is available for review in the Purchasing and Accounting departments. Questions may be directed to the Business Services Department at 559-327-9127.

**FISCAL IMPACT:**

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

# CUSD Board Agenda Item

Agenda Item: 0 8

**Title:** Change Orders

**CONTACT:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

**RECOMMENDATION:**

Approve the Change Orders, as submitted.

**DISCUSSION:**

<b>Change Order Number</b>	<b>Contract / Bid Number</b>	<b>Project Type</b>	<b>Site(s)</b>	<b>DSA Number</b>
CES-01 12	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-04 05	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-05 08	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-07 12	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-08 05	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-11 04	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-12 08	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-14 07	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-15 12	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-16 09	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CES-17 02	Bid 2922	New Construction 2023	Hirayama Elementary School Phase 1 and 2	02-120543
CMET-01 04	Bid 2960	Modernization 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
CMET-02 01	Bid 2960	Modernization 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097

CMET-06 06	Bid 2960	Modernization 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
CMET-10 01	Bid 2960	Modernization 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
CMET-11 03	Bid 2960	Modernization 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
DOE-09 02	Bid 2965	New Construction 2024	District Campus - Phase 1	02-120813
DOE-08 03	Bid 2965	New Construction 2024	District Campus - Phase 1	02-120813
DOE-01 05	Bid 2965	New Construction 2024	District Campus - Phase 1	02-120813
DOE-11 05	Bid 2965	New Construction 2024	District Campus - Phase 1	02-120813
DOE-12 05	Bid 2965	New Construction 2024	District Campus - Phase 1	02-120813
02	Bid 2989 4/4UY	New Construction 2024	Terry Bradley Educational Center Phase 4/4UY	02-120345
06	Bid 2970/297 2 3/3A	New Construction 2024	Terry Bradley Educational Center Phase 3/3A	02-120345
08	Bid 2964/297 1 2/2A	New Construction 2023	Terry Bradley Educational Center Phase 2/2A	02-120345
12	Bid 2921 1B	New Construction 2024	Terry Bradley Educational Center Phase 1B	02-120345

**FISCAL IMPACT:**

As noted in the attachment.

**REVISIONS:**

**ATTACHMENTS:**

**Description**

[ChangeOrders.pdf](#)

**Upload Date**

11-26-2024

**Contract Change Order No. 12**

**Project** Hirayama Elem. Sch. Phase 1 & **Date** 12/13/2024  
 2 (2023) 35060 (Fowler  
 McKinley)  
**Bid No./Contract** Bid No. 2922 /CES-01  
 (3230563) Bid 2922 (Phase 1)

**Description** CES-01-CO12

**From** Clovis Unified School District **To** Avison Construction, Inc.  
 1470 Herndon Avenue 40434 Brickyard Drive  
 Clovis, CA 93611 Madera, California 93636

Item No.	Item Description	Item Amount	Reason for Change
01	Added Service Yard concrete.	\$5,614.00	District Change

Description: Added Service Yard concrete.  
 Requested By: District Change. \$5,614.00 to be added to the contract.  
 Reason for Change: District Change. Due to delays caused by DSA (Division of the State Architect), the Service Yard concrete was poured with extra concrete instead of grading and bringing additional soil. This was done to maintain the project completion date and schedule for the grand opening.

Item No.	Item Description	Item Amount	Reason for Change
02	Added chain link, gate, and concrete near Portables.	\$11,595.00	District Change

Description: Added chain link, gate, and concrete near Portables.  
 Requested By: District Change. \$11,595.00 to be added to the contract.  
 Reason for Change: District Change. Additional chain link fencing and concrete was added near the Portables to enclose the electrical equipment. The corner of the Portable building to the concrete masonry wall was also closed off to prohibit any students from gaining access to the back.

Item No.	Item Description	Item Amount	Reason for Change
03	Added ornamental fence and gate at Portables.	\$12,296.00	District Change

Description: Added ornamental fence and gate at Portables.  
 Requested By: District Change. \$12,296.00 to be added to the contract.  
 Reason for Change: District Change. A 36" man gate with panic hardware and additional ornamental fencing was added at the south end of the Portables to allow staff access to the backside.

Item No.	Item Description	Item Amount	Reason for Change
04	Fire Department striping changes.	\$380.00	Agency Requirement

Description: Fire Department striping changes.  
 Requested By: Agency Requirement. \$380.00 to be added to the contract.  
 Reason for Change: Agency Requirement. During plan review, the local Fire Department requested that the loading zone be modified to start after the accessible parking crosswalk and to extend the red curb painting to the crosswalk.



Item No.	Item Description	Item Amount	Reason for Change
05	Deductive cost for Building E fascia damage.	\$(1,979.00)	Unforeseen Condition

Description: Deductive cost for Building E fascia damage.  
 Requested By: Unforeseen Condition. \$(1,979.00) to be credited to the contract.  
 Reason for Change: Unforeseen Condition. The fascia was damaged at Building E while grading for Building B. These panels were replaced by Four C's (Prime). The Prime contractor who damaged these panels is crediting the District to cover the cost of the damage.

**Total for this Current CCO** \$27,906.00

**CONTRACT SUMMARY:**

Original Contract	\$5,681,360.00
Pending CCOs (Including Current CCO)	\$27,906.00
Previous Approved CCOs	\$228,025.48
<b>Total Contract</b>	<b>\$5,937,291.48</b>

The revised contract amount is an increase of 4.50% from the original amount.

**Contract Change Order No. 05**

**Project** Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2922 /CES-04 (3230565) Bid 2922 (Phase 1)

**Description** CES-04-CO5

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** Westscapes, Inc.  
 1820 W. Lacey Boulevard #302  
 Hanford, California 93230

Item No.	Item Description	Item Amount	Reason for Change
01	Landscape overtime for July.	\$2,748.00	Unforeseen Condition

Description: Landscape overtime for July.  
 Requested By: Unforeseen Condition. \$2,748.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Due to delays caused by DSA (Division of the State Architect), overtime was required for landscaping in July to maintain the project completion date.

**Total for this Current CCO** \$2,748.00

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$1,611,257.00
<b>Pending CCOs (Including Current CCO)</b>	\$2,748.00
<b>Previous Approved CCOs</b>	\$206,289.00
<b>Total Contract</b>	<b>\$1,820,294.00</b>

The revised contract amount is an increase of 12.97% from the original amount.



**Contract Change Order No. 12**

**Project** Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2922 /CES-07 (3240064) Bid 2923 (Phase 2)

**Description** CES-07-CO12

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** DAC Service Inc., dba Four C's Construction  
 1560 H Street  
 Fresno, California 93721

Item No.	Item Description	Item Amount	Reason for Change
01	Building E fascia damage.	\$1,979.00	Unforeseen Condition

Description: Building E fascia damage.  
 Requested By: Unforeseen Condition. \$1,979.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. The fascia was damaged at Building E while grading for Building B. These panels were replaced by Four C's (Prime Contractor).

**Total for this Current CCO** \$1,979.00

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$3,656,900.00
<b>Pending CCOs (Including Current CCO)</b>	\$1,979.00
<b>Previous Approved CCOs</b>	\$124,938.00
<b>Total Contract</b>	<b>\$3,783,817.00</b>

The revised contract amount is an increase of 3.47% from the original amount.

**Contract Change Order No. 05**

**Project** Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2922 /CES-08 (3240088) Bid 2923 (Phase 2)

**Description** CES-08-CO5

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** Emerzian Woodworking  
 2555 N. Argyle  
 Fresno, California 93727

Item No.	Item Description	Item Amount	Reason for Change
01	Building A solid surfacing overtime.	\$260.00	Unforeseen Condition

Description: Building A solid surfacing overtime.  
 Requested By: Unforeseen Condition. \$260.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Due to delays caused by DSA (Division of the State Architect), additional overtime was required for solid surfacing at Building A to maintain the project completion date.

Item No.	Item Description	Item Amount	Reason for Change
02	Building A library casework modifications.	\$2,204.00	District Change

Description: Building A library casework modifications.  
 Requested By: District Change. \$2,204.00 to be added to the contract.  
 Reason for Change: District Change. The countertop at Building A Library, was rearranged to include more storage space underneath.

**Total for this Current CCO** **\$2,464.00**

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$1,272,025.00
<b>Pending CCOs (Including Current CCO)</b>	\$2,464.00
<b>Previous Approved CCOs</b>	\$15,445.00
<b>Total Contract</b>	<b>\$1,289,934.00</b>

The revised contract amount is an increase of 1.41% from the original amount.

**Contract Change Order No. 04**

**Project** Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2922 /CES-11 (3240024) Bid 2923 (Phase 2)

**Description** CES-11-CO4

**From** Clovis Unified School District  
1470 Herndon Avenue  
Clovis, CA 93611 **To** Ro's Precise Painting  
1816 Industrial Way  
Sanger, California 93657

Item No.	Item Description	Item Amount	Reason for Change
01	Paint trim at stage.	\$1,526.00	A&E Omission

Description: Paint trim at stage.  
 Requested By: A&E Omission. \$1,526.00 to be added to the contract.  
 Reason for Change: A&E Omission. The sheet metal trim at the stage storage bays will be painted black. Currently, these trim pieces have no finish.

Item No.	Item Description	Item Amount	Reason for Change
02	Paint wall at projector area in Library.	\$1,526.00	District Change

Description: Paint wall at projector area in library.  
 Requested By: District Change. \$1,526.00 to be added to the contract.  
 Reason for Change: District Change. The projector was removed in Library room 113 and replaced with an owner-furnished television. This area was patched and painted.

Item No.	Item Description	Item Amount	Reason for Change
03	Painting overtime for August.	\$3,414.62	Unforeseen Condition

Description: Painting overtime for August.  
 Requested By: Unforeseen Condition. \$3,414.62 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Due to delays caused by DSA (Division of the State Architect), overtime was required for painting at Building A and E to maintain the project completion date.

**Total for this Current CCO** \$6,466.62

**CONTRACT SUMMARY:**

**Original Contract** \$461,953.00  
**Pending CCOs (Including Current CCO)** \$6,466.62  
**Previous Approved CCOs** \$28,449.00

**Total Contract** **\$496,868.62**

The revised contract amount is an increase of 7.56% from the original amount.

**Contract Change Order No. 08**

**Project** Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2922 /CES-12 (3230822) Bid 2923 (Phase 2)

**Description** CES-12-CO8

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** Better Enterprises, Inc.  
 1148 N Cypress Ave  
 Fresno, California 93727

Item No.	Item Description	Item Amount	Reason for Change
01	Credit for logo panel.	\$(8,876.00)	District Change

Description: Credit for logo panel.  
 Requested By: District Change. \$(8,876.00) to be credited to the contract.  
 Reason for Change: District Change. The logo panel and placeholder lettering was removed from the project. The lettering was changed to a large scale backplate and lettering for "SATOSHI HIRAYAMA ELEMENTARY SCHOOL" as requested by the site.

**Total for this Current CCO** \$(8,876.00)

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$5,473,071.00
<b>Pending CCOs (Including Current CCO)</b>	\$(8,876.00)
<b>Previous Approved CCOs</b>	\$(44,754.81)
<b>Total Contract</b>	<b>\$5,419,440.19</b>

The revised contract amount is a decrease of 0.98% from the original amount.

**Contract Change Order No. 07**

**Project** Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2922 /CES-14 (3240059) Bid 2923 (Phase 2)

**Description** CES-14-C07

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** JT2, Inc. dba Todd Companies  
 P.O. Box 6820  
 Visalia, California 93290

Item No.	Item Description	Item Amount	Reason for Change
01	Overtime from April to July for HVAC Units.	\$41,349.00	Unforeseen Condition

Description: Overtime from April to July for HVAC Units.  
 Requested By: Unforeseen Condition. \$41,349.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Due to delays caused by DSA (Division of the State Architect), overtime was needed for HVAC Unit install and startup at all buildings to maintain the project completion date.

**Total for this Current CCO** \$41,349.00

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$3,568,730.00
<b>Pending CCOs (Including Current CCO)</b>	\$41,349.00
<b>Previous Approved CCOs</b>	\$72,561.00
<b>Total Contract</b>	<b>\$3,682,640.00</b>

The revised contract amount is an increase of 3.19% from the original amount.



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**Contract Change Order No. 12**


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**Project** Hirayama Elem. Sch. Phase 1 & **Date** 12/13/2024  
 2 (2023) 35060 (Fowler  
 McKinley)  
**Bid No./Contract** Bid No. 2922 /CES-15  
 (3230818) Bid 2932 (Phase 2)

**Description** CES-15-CO12

**From** Clovis Unified School District **To** Wild Electric  
 1470 Herndon Avenue 4626 E. Olive Ave.  
 Clovis, CA 93611 Fresno, California 93702

Item No.	Item Description	Item Amount	Reason for Change
01	Labor to install EMS cans.	\$2,145.00	A&E Omission

Description: Labor to install EMS cans.  
 Requested By: A&E Omission. \$2,145.00 to be added to the contract.  
 Reason for Change: A&E Omission. The mechanical drawings did not indicate specified control can locations. Additional labor was required to install cans at each building.

Item No.	Item Description	Item Amount	Reason for Change
02	Added data pathways.	\$6,466.00	District Change

Description: Added data pathways.  
 Requested By: District Change. \$6,466.00 to be added to the contract.  
 Reason for Change: District Change. Two 4-inch conduit pathways were added between all classroom spaces to IDF Cabinets (Independent Distribution Frames), for future expansions.

Item No.	Item Description	Item Amount	Reason for Change
03	July overtime for electrical.	\$147,120.00	Unforeseen Condition

Description: July overtime for electrical.  
 Requested By: Unforeseen Condition. \$147,120.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Due to delays caused by DSA (Division of the State Architect), overtime was required in July for electrical at Buildings E, K1, K2, and A. This was to maintain the project completion date.

Item No.	Item Description	Item Amount	Reason for Change
04	August overtime for electrical.	\$67,410.00	Unforeseen Condition

Description: August overtime for electrical.  
 Requested By: Unforeseen Condition. \$67,410.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Due to delays caused by DSA (Division of the State Architect), overtime was required in August for electrical at Buildings E, K1, K2, A and the parking lot. This was to maintain the project completion date.

Item No.	Item Description	Item Amount	Reason for Change
05	Added smoke and heat detectors at interim housing.	\$10,241.00	District Change

Description: Added smoke and heat detectors at interim housing.  
 Requested By: District Change. \$10,241.00 to be added to the contract.  
 Reason for Change: District Change. Fire smoke and heat detectors were added to interim housing restrooms so that manual pull stations could be blocked off. This is to reduce the chances of students misusing the pull stations when not needed.

Item No.	Item Description	Item Amount	Reason for Change
06	Added power at trophy case.	\$1,063.00	A&E Omission

Description: Added power at trophy case.  
 Requested By: A&E Omission. \$1,063.00 to be added to the contract.  
 Reason for Change: A&E Omission. The contract documents did not capture power running to the trophy case. Power had to be added for lighting.

Item No.	Item Description	Item Amount	Reason for Change
07	Back charge for Building C trash clean-up.	\$(1,439.00)	Unforeseen Condition

Description: Back charge for Building C trash clean-up.  
 Requested By: Unforeseen Condition. \$(1,439.00) to be credited to the contract.  
 Reason for Change: Unforeseen Condition. The electrical prime was directed to clean up around Building C. Because they did not clean up their work area around this building, another prime completed the work on their behalf to prevent delays. The electrical prime is crediting the owner for the cost of clean-up.

Item No.	Item Description	Item Amount	Reason for Change
08	Repair damaged light pole conduits.	\$4,684.00	Unforeseen Condition

Description: Repair damaged light pole conduits.  
 Requested By: Unforeseen Condition. \$4,684.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. The light pole conduits were damaged at walkways near Buildings A, B, and D. These were repaired so that walkways could be opened in time for the first day of school.

Item No.	Item Description	Item Amount	Reason for Change
09	Add access control system.	\$156,804.00	District Change

Description: Add access control system.  
 Requested By: District Change. \$156,804.00 to be added to the contract.  
 Reason for Change: District Change. A fully functional access control system was added to the campus for safety and to meet new Districtwide standards.

**Total for this Current CCO** **\$394,494.00**

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$4,632,000.00
<b>Pending CCOs (Including Current CCO)</b>	\$394,494.00
<b>Previous Approved CCOs</b>	\$601,767.65
<b>Total Contract</b>	<b>\$5,628,261.65</b>

The revised contract amount is an increase of 21.51% from the original amount.

**Contract Change Order No. 09**

**Project** Hirayama Elem. Sch. Phase 1 & **Date** 12/13/2024  
 2 (2023) 35060 (Fowler  
 McKinley)  
**Bid No./Contract** Bid No. 2922 /CES-16  
 (3230820) Bid 2923 (Phase 2)

**Description** CES-16-CO9

**From** Clovis Unified School District **To** Avison Construction, Inc.  
 1470 Herndon Avenue 40434 Brickyard Drive  
 Clovis, CA 93611 Madera, California 93636

Item No.	Item Description	Item Amount	Reason for Change
01	Adjust boxes on Fowler.	\$606.00	Unforeseen Condition

Description: Adjust boxes on Fowler.  
 Requested By: Unforeseen Condition. \$606.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Cablecom (Comcast) set their electrical boxes to the wrong elevations on Fowler. Avison set these to the correct elevations.

Item No.	Item Description	Item Amount	Reason for Change
02	Repair concrete at north parking lot.	\$3,723.93	Unforeseen Condition

Description: Repair concrete at north parking lot.  
 Requested By: Unforeseen Condition. \$3,723.93 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Flat concrete areas at the north parking lot had to be repaired as soon as possible to ensure the school was ready for the first day of school. These areas were damaged by equipment and ongoing construction.

Item No.	Item Description	Item Amount	Reason for Change
03	Added trail light numbers.	\$2,014.00	Agency Requirement

Description: Added trail light numbers.  
 Requested By: Agency Requirement. \$2,014.00 to be added to the contract.  
 Reason for Change: Agency Requirement. The City of Fresno requested the trail lights include pole numbering. During design, the City had consultants remove these numbers.

**Total for this Current CCO** \$6,343.93

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$3,997,483.00
<b>Pending CCOs (Including Current CCO)</b>	\$6,343.93
<b>Previous Approved CCOs</b>	\$837,528.00
<b>Total Contract</b>	<b>\$4,841,354.93</b>

The revised contract amount is an increase of 21.11% from the original amount.

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**Contract Change Order No. 02**


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**Project** Hirayama Elem. Sch. Phase 1 & **Date** 12/13/2024  
 2 (2023) 35060 (Fowler  
 McKinley)  
**Bid No./Contract** Bid No. 2922 /CES-17  
 (3240579) Bid 2968 (Phase 2)

**Description** CES-17-CO2

**From** Clovis Unified School District **To** EKC Enterprises Inc.  
 1470 Herndon Avenue 4658 E. Weathermaker  
 Clovis, CA 93611 Fresno, California 93703

Item No.	Item Description	Item Amount	Reason for Change
01	Damaged conduits at Intelligent Transportation System Vault.	\$13,765.00	Unforeseen Condition

Description: Damaged conduits at Intelligent Transportation System Vault.  
 Requested By: Unforeseen Condition. \$13,765.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Upon demolition, existing conduits were damaged coming out of the ITS (Intelligent Transportation System) vault at Princeton and Fowler Ave. The damaged conduits along with asphalt were removed and replaced. New conduits were tied back into the ITS Vault.

**Total for this Current CCO** \$13,765.00

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**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$1,554,800.00
<b>Pending CCOs (Including Current CCO)</b>	\$13,765.00
<b>Previous Approved CCOs</b>	\$37,849.00
<b>Total Contract</b>	<b>\$1,606,414.00</b>

The revised contract amount is an increase of 3.32% from the original amount.

**Contract Change Order No. 04**

**Project** Clark MET Mod. Phase 2 (2023) **Date** 12/13/2024  
 20012  
**Bid No./Contract** Bid No. 2960 /CMET-01  
 (3240235)

**Description** CMET-01-CO4

**From** Clovis Unified School District **To** CENCAL Services, Inc. 976935  
 1470 Herndon Avenue 3299 S. Cedar Ave.  
 Clovis, CA 93611 Fresno, California 93725

Item No.	Item Description	Item Amount	Reason for Change
01	Drill and epoxy at exhaust fan opening.	\$1,944.94	Unforeseen Condition

Description: Drill and epoxy at exhaust fan opening.  
 Requested By: Unforeseen Condition. \$1,944.94 to be added to the contract.  
 Reason for Change: Unforeseen Condition. The existing exhaust fans will be demoed as shown in the contract documents. However, additional rebar dowels and grout will be needed to patch back the concrete masonry wall due to the size of the holes.

Item No.	Item Description	Item Amount	Reason for Change
02	Replace electrical vault lids.	\$2,535.77	Unforeseen Condition

Description: Replace electrical vault lids.  
 Requested By: Unforeseen Condition. \$2,535.77 to be added to the contract.  
 Reason for Change: Unforeseen Condition. The electrical vault lids will be replaced where new concrete is being poured. The existing lids are damaged and not salvageable in these areas.

**Total for this Current CCO** \$4,480.71

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$962,500.00
<b>Pending CCOs (Including Current CCO)</b>	\$4,480.71
<b>Previous Approved CCOs</b>	\$90,643.01
<b>Total Contract</b>	<b>\$1,057,623.72</b>

The revised contract amount is an increase of 9.88% from the original amount.

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**Contract Change Order No. 01**


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**Project** Clark MET Mod. Phase 2 (2023) **Date** 12/13/2024  
20012  
**Bid No./Contract** Bid No. 2960 /CMET-02  
(3240272)

**Description** CMET-02-CO1

**From** Clovis Unified School District  
1470 Herndon Avenue  
Clovis, CA 93611 **To** Kern Steel Fabrication, Inc.  
627 Williams Street  
Bakersfield, California 93305

Item No.	Item Description	Item Amount	Reason for Change
01	Added access ladder.	\$2,506.00	District Change

Description: Added access ladder.  
Requested By: District Change. \$2,506.00 to be added to the contract.  
Reason for Change: District Change. Door 205b in the Custodian closet does not have an accessible means of entry. A ladder was added so that staff can access the lower roof of the MET.

Item No.	Item Description	Item Amount	Reason for Change
02	Increase south ramp handrails.	\$4,181.00	Unforeseen Condition

Description: Increase south ramp handrails.  
Requested By: Unforeseen Condition. \$4,181.00 to be added to the contract.  
Reason for Change: Unforeseen Condition. Due to the building shifting south, the ramp had to increase in length to accommodate the new grades, increasing the handrails from 40 feet to 53 feet.

Item No.	Item Description	Item Amount	Reason for Change
03	Steel erection overtime.	\$10,957.00	Unforeseen Condition

Description: Steel erection overtime.  
Requested By: Unforeseen Condition. \$10,957.00 to be added to the contract.  
Reason for Change: Unforeseen Condition. Due to weather conditions, overtime for steel erection during Spring Break was required to maintain the project completion date.

Item No.	Item Description	Item Amount	Reason for Change
04	Added exhaust fan support.	\$4,215.00	A&E Omission

Description: Added exhaust fan support.  
Requested By: A&E Omission. \$4,215.00 to be added to the contract.  
Reason for Change: A&E Omission. The contract documents did not indicate a third exhaust fan on the roof in the mechanical and architectural drawings. Additional steel was required to install this unit.

<b>Item No.</b>	<b>Item Description</b>	<b>Item Amount</b>	<b>Reason for Change</b>
05	Install plate extension.	\$3,418.00	Unforeseen Condition

Description: Install plate extension.  
 Requested By: Unforeseen Condition. \$3,418.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Due to the building shifting south 6 inches, an additional plate extension was required at the column between gridlines 'J' and '13.1' to connect to the beam that had already been installed.

**Total for this Current CCO** **\$25,277.00**

**CONTRACT SUMMARY:**

<b>Original Contract</b>	<b>\$910,500.00</b>
<b>Pending CCOs (Including Current CCO)</b>	<b>\$25,277.00</b>
<b>Previous Approved CCOs</b>	<b>\$0.00</b>
<b>Total Contract</b>	<b>\$935,777.00</b>

The revised contract amount is an increase of 2.78% from the original amount.

**Contract Change Order No. 06**

**Project** Clark MET Mod. Phase 2 (2023) **Date** 12/13/2024  
 20012  
**Bid No./Contract** Bid No. 2960 /CMET-06  
 (3240242)

**Description** CMET-06-CO6

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** Ardent General Inc.  
 2960 N. Burl Ave.  
 Fresno, California 93727

Item No.	Item Description	Item Amount	Reason for Change
01	Roof credit.	\$(39,141.35)	District Change

Description: Roof credit.  
 Requested By: District Change. \$(39,141.35) to be credited to the contract.  
 Reason for Change: District Change. Upon demolition, it was discovered that the roof sheathing at Building F did not need to be completely replaced. Approximately 37 locations were replaced as they were shown to have fungal decay affecting structural integrity. The remaining roof sheathing was left intact.

Item No.	Item Description	Item Amount	Reason for Change
02	Add break metal at mezzanine.	\$748.00	Unforeseen Condition

Description: Add break metal at mezzanine.  
 Requested By: Unforeseen Condition. \$748.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. Angle metal was added at the mezzanine to close off a gap between the concrete deck and west wall.

Item No.	Item Description	Item Amount	Reason for Change
03	Add grommets to Makeup Room.	\$414.00	Unforeseen Condition

Description: Add grommets to Makeup Room.  
 Requested By: Unforeseen Condition. \$414.00 to be added to the contract.  
 Reason for Change: Unforeseen Condition. The receptacles in the Makeup Room were relocated below countertop because there was not enough room to locate alongside the mirrors. Grommets were added to allow access from the top of the counters.

**Total for this Current CCO** \$(37,979.35)

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$1,439,500.00
<b>Pending CCOs (Including Current CCO)</b>	\$(37,979.35)
<b>Previous Approved CCOs</b>	\$115,435.03
<b>Total Contract</b>	<b>\$1,516,955.68</b>

The revised contract amount is an increase of 5.38% from the original amount.



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**Contract Change Order No. 01**


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**Project** Clark MET Mod. Phase 2 (2023) **Date** 12/13/2024  
 20012  
**Bid No./Contract** Bid No. 2960 /CMET-10  
 (3240248)

**Description** CMET-10-CO1

**From** Clovis Unified School District **To** JT2, Inc. dba Todd Companies  
 1470 Herndon Avenue P.O. Box 6820  
 Clovis, CA 93611 Visalia, California 93290

Item No.	Item Description	Item Amount	Reason for Change
01	Added faucets at wash sinks.	\$3,419.00	District Change

Description: Added faucets at wash sinks.  
 Requested By: District Change. \$3,419.00 to be added to the contract.  
 Reason for Change: District Change. Two additional faucets will be added to the wash sinks in scene shop 206 so that multiple students can utilize the sinks at once.

**Total for this Current CCO** \$3,419.00

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**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$373,500.00
<b>Pending CCOs (Including Current CCO)</b>	\$3,419.00
<b>Previous Approved CCOs</b>	\$0.00
<b>Total Contract</b>	<b>\$376,919.00</b>

The revised contract amount is an increase of 0.92% from the original amount.

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**Contract Change Order No. 03**

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**Project** Clark MET Mod. Phase 2 (2023) **Date** 12/13/2024  
 20012  
**Bid No./Contract** Bid No. 2960 /CMET-11  
 (3240267)

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**Description** CMET-11-CO3

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**From** Clovis Unified School District **To** Nolte Sheet Metal Inc.  
 1470 Herndon Avenue 1560 N. Marks  
 Clovis, CA 93611 Fresno, California 93722

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Item No.	Item Description	Item Amount	Reason for Change
01	Revisions to registers at restrooms.	\$504.00	A&E Omission

Description: Revisions to registers at restrooms.  
 Requested By: A&E Omission. \$504.00 to be added to the contract.  
 Reason for Change: A&E Omission. The registers that are specified at the restrooms are for t-bar ceilings. The restrooms have hard ceilings that require a different product.

**Total for this Current CCO** \$504.00

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**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$524,000.00
<b>Pending CCOs (Including Current CCO)</b>	\$504.00
<b>Previous Approved CCOs</b>	\$22,370.91
<b>Total Contract</b>	<b>\$546,874.91</b>

The revised contract amount is an increase of 4.36% from the original amount.

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**Contract Change Order No. 02**

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**Project** District Campus Ph. 1 (2023) **Date** 12/13/2024  
37046  
**Bid No./Contract** Bid No. 2965 /DOE-09  
(3240426)

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**Description** SPED: Tapered Roofing Insulation

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**From** Clovis Unified School District **To** Graham Prewett, Inc.  
1470 Herndon Avenue 2773 N. Business Park Ave., #102  
Clovis, CA 93611 Fresno, California 93727

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Item No.	Item Description	Item Amount	Reason for Change
01	SPED: Tapered roofing insulation system.	\$13,725.00	A&E Omission

Description: SPED: Tapered roofing insulation system.  
Requested By: A&E Omission. \$13,725.00 to be added to the contract.  
Reason for Change: A&E Omission. A tapered roofing system and drain sump modification was required to meet recommended drainage.

**Total for this Current CCO** \$13,725.00

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**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$1,622,000.00
<b>Pending CCOs (Including Current CCO)</b>	\$13,725.00
<b>Previous Approved CCOs</b>	\$0.00
<b>Total Contract</b>	<b>\$1,635,725.00</b>

The revised contract amount is an increase of 0.85% from the original amount.

---

**Contract Change Order No. 03**

---

**Project** District Campus Ph. 1 (2023) **Date** 12/13/2024  
 37046  
**Bid No./Contract** Bid No. 2965 /DOE-08  
 (3240440)

---

**Description** OL: Stem Lab Garage Door

---

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** Clovis Glass Company  
 99 Sunnyside Avenue  
 Clovis, California 93611

Item No.	Item Description	Item Amount	Reason for Change
01	OL: Stem Lab Garage Door	\$3,174.00	District Change

Description: OL: Stem Lab Garage Door  
 Requested By: District Change. \$3,174.00 to be added to the contract.  
 Reason for Change: District Change. The District requested the Nano door be replaced with a roll-up door.

**Total for this Current CCO** \$3,174.00

---

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$1,495,625.00
<b>Pending CCOs (Including Current CCO)</b>	\$3,174.00
<b>Previous Approved CCOs</b>	\$40,302.27
<b>Total Contract</b>	<b>\$1,539,101.27</b>

The revised contract amount is an increase of 2.90% from the original amount.

---

**Contract Change Order No. 05**

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**Project** District Campus Ph. 1 (2023) **Date** 12/13/2024  
 37046  
**Bid No./Contract** Bid No. 2965 /DOE-01  
 (3240383)

---

**Description** Site: Mechanical Yard Revised Grading

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**From** Clovis Unified School District **To** Jim Crawford Construction Co., Inc.  
 1470 Herndon Avenue 1189 Hoblitt Avenue  
 Clovis, CA 93611 Clovis, California 93612

Item No.	Item Description	Item Amount	Reason for Change
01	Site: Mechanical yard revised grading.	\$921.58	District Change

Description: Site: Mechanical yard revised grading.  
 Requested By: District Change. \$921.58 to be added to the contract.  
 Reason for Change: District Change. Revisions to mechanical yard in preparation for Phase 2.

**Total for this Current CCO** \$921.58

---

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$1,373,000.00
<b>Pending CCOs (Including Current CCO)</b>	\$921.58
<b>Previous Approved CCOs</b>	\$68,232.57
<b>Total Contract</b>	<b>\$1,442,154.15</b>

The revised contract amount is an increase of 5.03% from the original amount.

---

**Contract Change Order No. 05**


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**Project** District Campus Ph. 1 (2023) **Date** 12/13/2024  
37046  
**Bid No./Contract** Bid No. 2965 /DOE-11 (3240392)

**Description** SPED: Painting Exterior Plaster

**From** Clovis Unified School District  
1470 Herndon Avenue  
Clovis, CA 93611  
**To** Wm. B. Saleh Co.  
1364 N. Jackson  
Fresno, California 93703

Item No.	Item Description	Item Amount	Reason for Change
01	SPED: Painting of Exterior Plaster.	\$34,192.00	District Change

Description: SPED: Painting of Exterior Plaster.

Requested By: District Change. \$34,192.00 to be added to the contract.

Reason for Change: District Change. The District requested painting over plaster as it has shown signs of fading quickly.

**Total for this Current CCO**

\$34,192.00

---

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$378,400.00
<b>Pending CCOs (Including Current CCO)</b>	\$34,192.00
<b>Previous Approved CCOs</b>	\$46,628.00
<b>Total Contract</b>	<b>\$459,220.00</b>

The revised contract amount is an increase of 21.36% from the original amount.

**Contract Change Order No. 05**

**Project** District Campus Ph. 1 (2023) **Date** 12/13/2024  
 37046  
**Bid No./Contract** Bid No. 2965 /DOE-12  
 (3240393)

**Description** PW: Mechanical Yard Fencing

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** Better Enterprises, Inc.  
 1148 N Cypress Ave  
 Fresno, California 93727

Item No.	Item Description	Item Amount	Reason for Change
01	PW: Mechanical yard fencing.	\$19,769.54	District Change

Description: PW: Mechanical yard fencing.  
 Requested By: District Change. \$19,769.54 to be added to the contract.  
 Reason for Change: District Change. Fencing and gates at mechanical yard added to Phase 1 of construction.

Item No.	Item Description	Item Amount	Reason for Change
02	OL: Dedication Plaque.	\$2,884.42	District Change

Description: OL: Dedication Plaque.  
 Requested By: District Change. \$2,884.42 to be added to the contract.  
 Reason for Change: District Change. The District added a dedication plaque at Building A – Online School.

Item No.	Item Description	Item Amount	Reason for Change
03	OL: Time Capsule.	\$(2,295.01)	District Change

Description: OL: Time Capsule.  
 Requested By: District Change. \$(2,295.01) to be credited to the contract.  
 Reason for Change: District Change. The District requested to add a time capsule at Building A – Online School and eliminated the second flagpole.

**Total for this Current CCO** \$20,358.95

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$3,131,408.68
<b>Pending CCOs (Including Current CCO)</b>	\$20,358.95
<b>Previous Approved CCOs</b>	\$(1,400.68)
<b>Total Contract</b>	<b>\$3,150,366.95</b>

The revised contract amount is an increase of 0.61% from the original amount.

---

**Contract Change Order No. 02**

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**Project** TBEC (2024) 20004-4 and 4UY **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2989-4 and 4UY  
(3250077)

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**Description** Terry Bradley Educational Center Increment 4

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**From** Clovis Unified School District **To** Harris Construction Company, Inc.  
1470 Herndon Avenue 5286 E. Home Ave.  
Clovis, CA 93611 Fresno, California 93727

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Item No.	Item Description	Item Amount	Reason for Change
01	DSA #120345 Inc. 4. Surveying budget credit.	\$0.00	District Change

Description: DSA #120345 Inc. 4. Surveying budget credit.  
Requested By: District Change. \$0.00 on this change order. (\$279,096.00) to be credited back to the contract.  
Reason for Change: District Change. Surveying budget credited back as it is no longer needed.

**Total for this Current CCO** \$0.00

---

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$37,703,050.00
<b>Pending CCOs (Including Current CCO)</b>	\$0.00
<b>Previous Approved CCOs</b>	\$0.00
<b>Total Contract</b>	<b>\$37,703,050.00</b>

No price change from the original contract amount.



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**Contract Change Order No. 06**


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**Project** TBEC (2023) 20004-3 and 3A      **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2970-3 / 2972-3A  
(3240611)

**Description** Terry Bradley Educational Center Increment 3 - Site Work

**From** Clovis Unified School District      **To** Harris Construction Company, Inc.  
1470 Herndon Avenue      5286 E. Home Ave.  
Clovis, CA 93611      Fresno, California 93727

Item No.	Item Description	Item Amount	Reason for Change
01	Building A roof deck span.	\$0.00	A&E Omission

Description: Building A roof deck span.  
Requested By: A&E Omission. \$0.00 on this change order. \$1,611.00 from Lease-Leaseback contingency.  
Reason for Change: A&E Omission. Add an additional beam to roof deck as it originally exceeded the maximum allowable span.

Item No.	Item Description	Item Amount	Reason for Change
02	Added rebar at Building A interior railing.	\$0.00	A&E Omission

Description: Added rebar at Building A interior railing.  
Requested By: A&E Omission. \$0.00 on this change order. \$4,126.00 from Lease-Leaseback contingency.  
Reason for Change: A&E Omission. Additional rebar was required to meet the railing manufacturers post spacing requirements.

Item No.	Item Description	Item Amount	Reason for Change
03	Utility Yard Equipment.	\$0.00	District Change

Description: Utility Yard Equipment.  
Requested By: District Change. \$0.00 on this change order. \$188,021.00 from Lease-Leaseback contingency.  
Reason for Change: District Change. Utility yard equipment was not issued in time to be included in the bid.

Item No.	Item Description	Item Amount	Reason for Change
04	Glazing Graylite II change.	\$0.00	District Change

Description: Glazing Graylite II change.  
Requested By: District Change. \$0.00 on this change order. \$16,231.00 from Lease-Leaseback contingency.  
Reason for Change: District Change. The district wanted darker glazing due to safety concerns.

**Total for this Current CCO** \$0.00

---

**CONTRACT SUMMARY:**

Original Contract	\$72,506,817.00
Pending CCOs (Including Current CCO)	\$0.00
Previous Approved CCOs	\$0.00
<b>Total Contract</b>	<b>\$72,506,817.00</b>

No price change from the original contract amount.

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**Contract Change Order No. 08**


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**Project** TBEC (2023) 20004-2 and 2A      **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2964-2 / 2971-2A  
(3240441)

**Description** Terry Bradley Educational Center Increment 2 - Site Work

**From** Clovis Unified School District      **To** Harris Construction Company, Inc.  
1470 Herndon Avenue      5286 E. Home Ave.  
Clovis, CA 93611      Fresno, California 93727

Item No.	Item Description	Item Amount	Reason for Change
01	On-site security.	\$0.00	District Change

Description: On-site security.  
Requested By: District Change. \$0.00 on this change order. \$12,311.00 from Lease-Leaseback contingency.  
Reason for Change: District Change. On-site security during weekends to avoid potential break-ins, theft and vandalism.

Item No.	Item Description	Item Amount	Reason for Change
02	Dryer vent routing.	\$0.00	A&E Omission

Description: Dryer vent routing.  
Requested By: A&E Omission. \$0.00 on this change order. \$1,215.00 from Lease-Leaseback contingency.  
Reason for Change: A&E Omission. Original drawings show the vent blocked by the washer. The washer vent was rerouted.

Item No.	Item Description	Item Amount	Reason for Change
03	Stair handrail changes.	\$0.00	A&E Omission

Description: Stair handrail changes.  
Requested By: A&E Omission. \$0.00 on this change order. \$3,225.00 from Lease-Leaseback contingency.  
Reason for Change: A&E Omission. Cut and remove portions of the deck to avoid clashing.

Item No.	Item Description	Item Amount	Reason for Change
04	Provide Interior coiling doors.	\$0.00	District Change

Description: Provide Interior coiling doors.  
Requested By: District Change. \$0.00 on this change order. \$80,087.00 from Lease-Leaseback contingency.  
Reason for Change: District Change. Overhead coiling door bid for the sectional doors was not received by Harris prior to bid opening.

Item No.	Item Description	Item Amount	Reason for Change
05	Above counter receptacle grommet.	\$0.00	A&E Omission

Description: Above counter receptacle grommet.  
Requested By: A&E Omission. \$0.00 on this change order. \$1,022.00 from Lease-Leaseback contingency.  
Reason for Change: A&E Omission. Added grommets at countertops for cord access to outlets below.

Item No.	Item Description	Item Amount	Reason for Change
06	Curb and gutter modifications.	\$0.00	A&E Omission

Description: Curb and gutter modifications.  
 Requested By: A&E Omission. \$0.00 on this change order. \$3,156.00 from Lease-Leaseback contingency.  
 Reason for Change: A&E Omission. Added gutter along concrete curb, the entire length of driveway, for required drainage.

Item No.	Item Description	Item Amount	Reason for Change
07	Structural steel modifications.	\$0.00	A&E Omission

Description: Structural steel modifications.  
 Requested By: A&E Omission. \$0.00 on this change order. \$36,548.00 from Lease-Leaseback contingency.  
 Reason for Change: A&E Omission. Additional structural steel members at roof framing were required at Buildings B and C.

Item No.	Item Description	Item Amount	Reason for Change
08	Add structural steel at Building E deck.	\$0.00	A&E Omission

Description: Add structural steel at Building E deck.  
 Requested By: A&E Omission. \$0.00 on this change order. \$3,141.00 from Lease-Leaseback contingency.  
 Reason for Change: A&E Omission. Additional structural steel members were required for the edge of the balcony deck to be dropped to achieve the required slope.

Item No.	Item Description	Item Amount	Reason for Change
09	Bone yard clearing and grading.	\$0.00	District Change

Description: Bone yard clearing and grading.  
 Requested By: District Change. \$0.00 on this change order. \$146,577.00 from Lease-Leaseback contingency.  
 Reason for Change: District Change. Provide clearing, grub, grading, and ag base for new Bone Yard.

**Total for this Current CCO** \$0.00

**CONTRACT SUMMARY:**

Original Contract	\$80,724,724.00
Pending CCOs (Including Current CCO)	\$0.00
Previous Approved CCOs	\$0.00
<b>Total Contract</b>	<b>\$80,724,724.00</b>

No price change from the original contract amount.

**Contract Change Order No. 12**

**Project** TBEC (2022) 20004-1B **Date** 12/13/2024  
**Bid No./Contract** Bid No. 2921-1B /LLB (3230554)  
 Bid 2921-1B

**Description** Terry Bradley Educational Center Increment 1B - Site Work

**From** Clovis Unified School District  
 1470 Herndon Avenue  
 Clovis, CA 93611 **To** Harris Construction Company, Inc.  
 5286 E. Home Ave.  
 Fresno, California 93727

Item No.	Item Description	Item Amount	Reason for Change
01	Bone Yard (electrical only).	\$0.00	District Change

Description: Bone Yard (electrical only).  
 Requested By: District Change. \$0.00 on this change order. \$77,361.00 from Lease-Leaseback contingency.  
 Reason for Change: District Change. Installation of underground electrical for future use at the Bone Yard.

**Total for this Current CCO** \$0.00

**CONTRACT SUMMARY:**

<b>Original Contract</b>	\$41,195,468.00
<b>Pending CCOs (Including Current CCO)</b>	\$0.00
<b>Previous Approved CCOs</b>	\$0.00
<b>Total Contract</b>	<b>\$41,195,468.00</b>

No price change from the original contract amount.

**CUSD Board Agenda Item**

**Agenda Item: 09**

**Title:** Notice of Completion

---

**CONTACT:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

---

**RECOMMENDATION:**

Adopt the Notice of Completion, as submitted.

**DISCUSSION:**

<b>Bid Number</b>	<b>Project/Site(s)</b>	<b>Company</b>	<b>DSA Number</b>
2986	Liberty Elementary School - Reroof of Multi-Purpose Room and Snack Bar-Low Slope Roof Areas (2024)	Pacific Polymers, Inc DBA American Foam Experts 11500 Twin Cities Road Galt, California 95632	NA

**FISCAL IMPACT:**

No fiscal impact.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

## CUSD Board Agenda Item

Agenda Item: O 10

**Title:** Resolution No. 4023 – Agreement with San Joaquin Valley Air Pollution Control District

---

**CONTACT:** Michael Johnston

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

---

**RECOMMENDATION:**

Adopt Resolution No. 4023 authorizing the Superintendent or designee to submit an application to the San Joaquin Valley Air Pollution Control District (SVAPCD) to participate in the New Alternative Fuel Vehicle Grant Program.

**DISCUSSION:**

Clovis Unified has the opportunity to participate in the SVAPCD New Alternative Fuel Grant Program to purchase alternative fuel vehicles. The grant will be awarded on a first-come, first-served basis. If awarded, the grant will provide funding up to \$100,000 per agency, per calendar year.

The District is requesting approval to submit an application to replace seven (7) electric utility carts. The utility carts will be purchased for the Custodial and Grounds departments at a cost of \$15,063.37 each, for a total of \$105,443.59.

**FISCAL IMPACT:**

If awarded, the grant will fund \$100,000 of the purchase. The remaining \$5,443.59 will be funded with General Fund budget monies allocated to equipment replacement.

**REVISIONS:**

---

ATTACHMENTS:

Description	Upload Date
<a href="#">ResolutionNo.4023NewAlternativeFuelGrant.pdf</a>	11-19-2024

**RESOLUTION NO. 4023  
BEFORE THE GOVERNING BOARD  
OF THE CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**AUTHORIZATION TO PARTICIPATE  
IN THE PUBLIC BENEFIT GRANTS PROGRAM –  
NEW ALTERNATIVE FUEL VEHICLE PURCHASE  
SAN JOAQUIN VALLEY AIR POLLUTION  
CONTROL DISTRICT**

**WHEREAS**, funds have been appropriated to the San Joaquin Valley Air Pollution Control District (SJVAPCD) for New Alternative Fuel Vehicle Purchase. The purpose of the New Alternative Fuel Vehicle Purchase is to fund the purchase of new electric, plug-in hybrid, or alternative fueled vehicles for public agencies to promote clean air alternative-fuel technologies and the use of low- or zero-emission vehicles in public fleets; and

**WHEREAS**, this program will provide up to \$20,000 per vehicle, with a limit of \$100,000 per agency, per calendar year, for the purchase of new alternative-fueled vehicles. Applicants must obtain approval and have a signed, executed contract from the SJVAPCD prior to purchase of a vehicle. Any vehicle purchased prior to contract execution is ineligible; and

**WHEREAS**, the District is applying for seven (7) electric utility carts under this grant.

**THEREFORE, BE IT RESOLVED** that the Clovis Unified School District’s Governing Board authorizes said school district to participate in the Public Benefit Grants Program – New Alternative Fuel Vehicle Purchase, and, enter into a contract with SJVAPCD.

**BE IT ALSO RESOLVED** that Susan Rutledge, Assistant Superintendent of Business Services for Clovis Unified School District, is hereby authorized and empowered to execute in the name of Clovis Unified School District all necessary documents to implement and carry out the purpose of this resolution.

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 13<sup>th</sup> day of December, 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
\_\_\_\_\_, President  
Governing Board  
Clovis Unified School District  
Fresno County, California

I, \_\_\_\_\_, Clerk of the Governing Board of the Clovis Unified School District of Fresno County, State of California, do hereby certify that the foregoing is a true copy of the Resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original Resolution is on file in the office of said Board.

\_\_\_\_\_  
\_\_\_\_\_, Clerk  
Governing Board  
Clovis Unified School District  
Fresno County, California



## CUSD Board Agenda Item

Agenda Item: O 11

**Title:** Updated 2025 Summer School Academic Calendar

---

**CONTACT:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

---

**RECOMMENDATION:**

Approve the revised 2025 CUSD Summer School Academic Calendar, as submitted.

**DISCUSSION:**

District and site staff members are working collaboratively to continue to strive for excellence by designing academic programs that best address and meet the summer educational needs of students. It is recommended the Board approve the 2025 Summer School Academic Calendar for elementary, intermediate and high school students, as submitted. The proposed calendar is attached.

**FISCAL IMPACT:**

Elementary/intermediate programs including English Language Development: Title I and Local Control Accountability Plan (LCAP) funds. High school program: LCAP funds.

**REVISIONS:**

The calendar was previously approved at the November 13, 2024, Governing Board meeting, but has been updated to include Fourth of July holiday.

---

**ATTACHMENTS:**

**Description**

**Upload Date**

[2025SummerSchoolCalendarRev.12.5.24.pdf](#)

12-09-2024

## 2025 CUSD SUMMER SCHOOL

### Instructional Days

#### HIGH SCHOOL: Independent Study

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
<b>June 2025</b>					
<i>Orientation</i>		10	11		2
Week 1		17	18		2
Week 2		24	25		2
<b>July 2025</b>					
Week 3		1	2		2
Week 4		8	9		2
Week 5		15	16		2
Week 6		22	23		2
<b>Total Instructional Days</b>					<b>14</b>

#### HIGH SCHOOL: In-Class

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
<b>June 2025</b>					
Week 1	16	17	18	OFF	3
Week 2	23	24	25	26	4
<b>July 2025</b>					
Week 3	30	1	2	OFF	3
Week 4	7	8	9	10	4
Week 5	14	15	16	17	4
Week 6	21	22	23	24	4
<b>Total Instructional Days</b>					<b>22</b>

#### ELEMENTARY/Intermediate

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
<b>June 2025</b>					
Week 1	16	17	18	OFF	3
Week 2	23	24	25	26	4
<b>July 2025</b>					
Week 3	30	1	2	OFF	3
Week 4	7	8	9	10	4
<b>Total Instructional Days</b>					<b>14</b>

#### SPECIAL EDUCATION

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
<b>June 2025</b>					
Week 1	23	24	25	26	4
<b>July 2025</b>					
Week 2	30	1	2	OFF	3
Week 3	7	8	9	10	4
Week 4	14	15	16	17	4
Week 5	21	22	23	24	4
<b>Total Instructional Days</b>					<b>19</b>

**CUSD Board Agenda Item**

**Agenda Item: P 1**

**Title:** Agreement with Arts Enrichment For All

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**CONTACT:** Marc Hammack

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

---

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into an agreement with Arts Enrichment For All to provide visual and performing arts lessons to Boris, Freedom and Young elementary schools during the 2024-25 school year, as submitted.

**DISCUSSION:**

Arts Enrichment For All will supply 10-week dance sessions for all transitional kindergarten through third grade classrooms as well as a 10-week Drama Program for up to 50 students at each site.

**FISCAL IMPACT:**

Not to exceed \$105,232 as stated in the agreement, funded by Prop 28.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

**CUSD Board Agenda Item**

**Agenda Item: P 2**

**Title:** Appointment of Architect for the Warehouse Freezer Project

---

**CONTACT:** Michael Johnston

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

---

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into an agreement with the recommended architectural firm to provide design services for the Warehouse freezer project.

**DISCUSSION:**

District administration recommends the following architectural firm to provide design services for the Warehouse freezer project.

<b>Site</b>	<b>Architect Firm</b>	<b>Estimated Construction Budget</b>	<b>Total Project Budget</b>	<b>Architectural Fee Percent</b>
District Warehouse Freezer	Darden Architects	\$681,800	\$850,000	11%

**FISCAL IMPACT:**

The District has established competitive fee structures for modernization and/or new construction projects in which the fee percentage is determined using a sliding scale that decreases as the construction budget increases. The percentage is applied against the construction cost. Funding will be provided by Campus Catering.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

## CUSD Board Agenda Item

Agenda Item: P 3

**Title:** Annual Developer Fee Findings and Public Information Report (2023-24)

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**CONTACT:** Michael Johnston

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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### **RECOMMENDATION:**

Accept the 2023-24 Developer Fee Findings and Public Information Report as required by Government Code sections 66001 and 66006, as submitted.

### **DISCUSSION:**

This report includes the types of fees collected, the amount of developer fees charged by type of construction, and tracks developer fee income and expenditures for the 2023-24 fiscal year. The report also indicates the projects for which these funds will be used and further identifies incomplete projects and any inter-fund loans and refunds made.

### **FISCAL IMPACT:**

No fiscal impact.

### **REVISIONS:**

---

### **ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>
<a href="#">FY2023-24AnnualReport.pdf</a>	11-19-2024



# ANNUAL DEVELOPER FEE REPORT FY 2023/2024

## CLOVIS UNIFIED SCHOOL DISTRICT

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November 13, 2024



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## EXECUTIVE SUMMARY

Under Education Code 17620 et seq., school districts may levy fees (“School Fees”) in order to offset the impacts to school facilities from new residential and commercial development. Commencing January 1, 1987, statutory school fees were authorized to be levied in the amount of \$1.50 per square foot of new residential assessable space and \$0.25 per square foot of enclosed commercial or industrial assessable space (“Level 1 Fees”), and are subject to an increase of the statutory fees based on the Statewide cost index for Class B construction, as determined by the State Allocation Board every two years. With the passage of Senate Bill 50 (the Leroy F. Greene School Facilities Act) in 1998, the State School Facility Program was established, and provides school districts with the option of adopting alternative school fees (also known as “Level II Fees” and “Level III Fees”) in excess of the Level I Fee upon meeting certain requirements, and are valid for a maximum of one (1) year.

In accordance with Government Code Sections 66001 and 66006, Clovis Unified School District (“School District”) must provide certain information on an annual and five-year basis regarding the collection and expenditure of School Fees collected under the authorization of Education Code Section 17620 et seq and Government Code Section 65995 et seq. For the purposes of annual and five-year reporting requirements, the collection of School Fees do not include letters of credit and bond proceeds secured by payment of School Fees at a future date; revenues from developments under special mitigation agreements; or any other financing instrument used by the School District to fund school facilities construction and improvements.

The School District last published a report covering five-year reporting requirements (as defined under Government Code Section 66001(d)(1)) after the end of Fiscal Year (“FY”) 2020/2021, and will not be required to publish relevant reporting until 180 days after the end of FY 2025/2026. Hence, the following information addresses only annual reporting requirements specified by Government Code Sections 66001 and 66006.



# ANNUAL REPORTING REQUIREMENTS

This report contains certain information regarding the type, amount, collection and expenditure of School Fees for Fiscal Year 2023/2024. Each of the capitalized letters A-H below correspond to the specific letter and portion of Government Code 66006.

## A. Type of Fee

Clovis Unified collects both Level I Fees and Level II Fees. Level I Fees are collected pursuant to Sections 17620 et seq. of the Education Code and Sections 66001 and 65995 et seq. of the Government Code. School Fees are deposited into the Capital Facilities Fund, Fund 25. Level I Fees are levied on square footage of assessable space for commercial/industrial construction/reconstruction and residential construction/reconstruction (primarily residential additions). Additionally, pursuant to Sections 65995.5, 65995.6, and 65995.7 of the Government Code, the School District collected Level II Fees.

## B. Amount of Fee

For collection purposes, all unmitigated residential construction/reconstruction in the School District was subject to School Fees in the amounts set forth in the table below.

Fee Type	Effective Dates	School Fee Per Square Foot
Level I Fees Residential Additions/Remodels	July 1, 2023 – June 30, 2024	\$4.79
Level I Fees Commercial/Industrial	July 1, 2023 – June 30, 2024	\$0.78
Level II Fees New Residential Construction	July 1, 2023 – June 30, 2024	\$5.68

## C. Beginning and Ending Balances

July 1, 2023 Beginning Fund Balance	\$	49,054,542.00
June 30, 2024 Ending Fund Balance	\$	22,970,886.00

The 2023-24 ending balance is committed to current and future new construction facility projects.

## D. Amount of Fees Collected and Interest Earned

Source	Revenue
Amount of Fees Collected	\$ 12,491,374.00
Fair Market Adjustment*	\$ 1,565,369.00
Interest Earned	\$ 1,333,742.00
Other Local Revenue	\$ 4,350,790.00
<b>TOTAL REVENUE</b>	<b>\$ 19,741,275.00</b>

\* An accounting entry required when the auditors examine the return on investments received from the Fresno County Treasurer's Pool

## E. Improvements on Which Fees Were Expended

Project	Expense
Purchase/Lease of Relocatable Classrooms & Site Preparation*	\$ 1,461,519.00
Purchase of Land & Site Preparation*	\$ -
New Facility Construction*	\$ 37,416,623.00
New Construction Debt Service Payment	\$ 5,269,232.00
Special Education Growth Classrooms	\$ 2,620.00
Legal/Enrollment Studies	\$ 196,825.00
Other Indirect & Support Services	\$ 1,478,112.00
<b>TOTAL EXPENDITURES</b>	<b>\$ 45,824,931.00</b>

\*See Appendix A for detailed information

## F. Incomplete Projects Funded with Future Developer Fee Revenues

Project	Estimated Start Date
None	N/A

\* As of June 30, 2024

## **G. Interfund Transfers or Loans**

During 2023-24 there was \$4,350,790 transferred to Developer Fees from the County School Facilities Fund towards the construction of Hirayama Elementary School.

## **H. Refunds of School Fees**

Government Code Section 66001 (e) stipulates that Clovis Unified is required to refund unexpended portions of fees and interest accrued to property owners, should the School District determine that sufficient funds have become available to complete any incomplete projects (as described under Government Code 66006 (b) (1) (F)) but not identify an approximate date by which construction of the public improvements will commence within 180 days, subject to exceptions described under Government Code 66001 (f). However, no such refunds were issued in the 2023/2024 fiscal year.

# APPENDIX A

Project	Amount of Project Total Funded	Percentage of Project Total Funded
Purchase/Lease of Relocatable Classrooms & Site Preparations		
Relocatable Classroom Construction	\$ 1,255,511.00	100%
Clovis East		
Mickey Cox		
Relocatable Classroom Rental	\$ 206,008.00	100%
Boris		
Clovis East		
Clovis Online		
Fugman		
<b>TOTAL</b>	<b>\$ 1,461,519.00</b>	
New Facility Construction		
Hirayama Elementary	\$ 37,416,623.00	89%
<b>TOTAL</b>	<b>\$ 37,416,623.00</b>	
Purchase of Land & Site Preparation		
<b>TOTAL</b>	<b>\$ -</b>	
<b>GRAND TOTAL</b>	<b>\$ 38,878,142.00</b>	

## CUSD Board Agenda Item

Agenda Item: P 4

**Title:** Construction Costs for Increment Five, Package 13 - Rebid of Pool for the Terry P. Bradley Educational Center

---

**CONTACT:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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### RECOMMENDATION:

Approve construction costs for increment five, package 13 (rebid of pool) for the Terry P. Bradley Educational Center and related provisions of the lease-leaseback agreement and authorize the Superintendent or designee to execute the schedule of sublease payments for increment five.

### DISCUSSION:

At the October 6, 2021, CUSD Governing Board meeting, the Board approved Harris Construction to be the District's lease-leaseback contractor for the new 7-12 educational center and instructed the District to prepare the lease-leaseback agreement, site lease agreement and sublease agreements. Harris was also authorized to begin performing designated pre-construction services for the new educational center.

Following the October 6, 2021, Board meeting, Harris worked with the District and the project architect to perform pre-construction services including site evaluation, constructability review, design meetings, scheduling, cost estimates and construction planning.

On October 17, 2024, Harris received bids from subcontractors to construct increment five of the Terry P. Bradley Educational Center. The District participated in the bid process and pre-qualification of all the subcontractors to ensure that the best value is received. Following the bid opening, a two-week review by Harris Construction was conducted to evaluate best value in accordance with Education Code section 17406. A final review by Harris Construction and CUSD was conducted on October 31, 2024. At this meeting, CUSD rejected bids for Package 13 (pool). This package was rebid on November 21, 2024. The sum of the subcontractors' bids is considered the "Total Sublease Amount" under the terms of the District lease-leaseback agreement with Harris Construction and will be set out in the schedule of sublease payments.

Project Bid \$184,580 under estimated budget.

Bid Totals	\$	10,215,420
OCIP Credit	\$	(23,495)
Construction Fee	\$	441,820
General Conditions	\$	0
Contingency	\$	408,617
Allowances	\$	0
<b>Total Sublease Amount</b>	\$	<b>11,042,362</b>

**FISCAL IMPACT:**

Funded by the 2020 Bond Measure.

**REVISIONS:**

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**ATTACHMENTS:****Description****Upload Date**

## CUSD Board Agenda Item

Agenda Item: P 5

**Title:** Resolution No. 4021 - Adopting a Mitigated Negative Declaration for the District Campus Phase II Project

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**CONTACT:** Michael Johnston

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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### **RECOMMENDATION:**

Adopt Resolution No. 4021 adopting a negative declaration for the District Campus Phase II project.

### **DISCUSSION:**

The District previously began construction of a Special Education Administration building and an Online School on 16.61 acres located southeast of the intersection of North Fowler and East Herndon avenues in the City of Clovis. The District now proposes to commence the second phase of the project to construct and operate new facilities on 5.08 adjoining acres. The second phase would include four buildings and associated site infrastructure including parking, required for an administration office building and three shop buildings.

As required by the California Environmental Quality Act, the District has prepared an Initial Study to determine whether the project has the potential to result in significant effects on the environment. The Initial Study determined that although the project could have a significant effect on the environment, there would not be a significant effect because the District has incorporated into the project mitigation measures that would avoid any significant effects of the project or reduce the effects to an insignificant level. Therefore, a Mitigated Negative Declaration is proposed for adoption by the Board.

The District provided notice of its intent to adopt a Mitigated Negative Declaration to public agencies and nearby property owners and residents for a 30-day public review period from October 9, 2024, through November 8, 2024. Additionally, notice was published in The Business Journal on October 16, 2024. Copies of the public notice, Initial Study and Mitigated Negative Declaration are available for review at the District Office and the District website: [www.cusd.com/EnvironmentalReports.aspx](http://www.cusd.com/EnvironmentalReports.aspx).

### **FISCAL IMPACT:**

The filing fee for the Notice of Determination will be \$2,966.75, which will be funded from Miscellaneous Facility Funds.

### **REVISIONS:**

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### **ATTACHMENTS:**

**Description**

**Upload Date**

Reso4021CEQAFowlerHerndon-Phase2--00088674xEB8E9-.pdf

11-19-2024

5\_77\_CUSDPHaseII\_MMRP.pdf

11-19-2024



**RESOLUTION NO. 4021  
BEFORE THE GOVERNING BOARD OF THE  
CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**ADOPTING A MITIGATED NEGATIVE DECLARATION  
FOR DISTRICT CAMPUS PHASE II PROJECT**

**WHEREAS**, the Clovis Unified School District (“District”) previously began construction of Phase I of the District Campus Project consisting of a Special Education Administration building and an Online School on 16.61 acres located southeast of the intersection of N. Fowler and E. Herndon avenues in the City of Clovis (“Phase I”); and

**WHEREAS**, the District is now proposing to undertake Phase II of the District Campus Project on 5.08 acres adjoining the Phase I site within Assessor’s Parcel Number 550-020-47T (“Project”); and

**WHEREAS**, the Project includes the construction and operation of four buildings and associated site infrastructure, including parking, required for an administration office building (“Building A”) and shop buildings (“Buildings B, C, and D”); and

**WHEREAS**, the District has prepared an Initial Study - Mitigated Negative Declaration (“IS-MND”) for the Project in compliance with the California Environmental Quality Act (“CEQA”) and the State CEQA Guidelines; and

**WHEREAS**, notice that the District proposed to adopt the IS-MND for the Project was provided to the public within a reasonable period of time prior to the date on which the IS-MND was scheduled for adoption; and

**WHEREAS**, the IS-MND identified potentially significant effects which the Project could have but the District agreed to mitigation measures before the proposed IS-MND was released for public review, which will avoid the effects or mitigate the effects to a point where no significant impacts will occur; and

**WHEREAS**, all comments received from agencies and the public in response to the proposed IS-MND have been provided to the Governing Board for review; and

**WHEREAS**, there is no substantial evidence before the Board that the Project may have a significant effect on the environment; and

**WHEREAS**, the District has prepared a Mitigation Monitoring Reporting Program (MMRP) for the Project.

**THEREFORE, BE IT RESOLVED**, that the Governing Board of the Clovis Unified School District makes the following findings:

SECTION 1. The Board adopts the foregoing recitals as true and correct.

SECTION 2. The Board hereby finds that the IS-MND reflects the independent judgment of the District as CEQA Lead Agency for the Project.

SECTION 3. The Board hereby finds that the IS-MND has been completed in compliance with CEQA; and that the Board has independently reviewed and considered the IS-MND, together with all comments received during the public review process, prior to adopting the IS-MND and approving the Project.

SECTION 4. The Board, based on the IS-MND and the comments received, hereby finds there is no substantial evidence the Project may have a significant effect on the environment.

SECTION 5. The Board hereby confirms that the mitigation measures listed in the IS-MND have been incorporated into the Project, adopts the MMRP, and adopts the IS-MND for the Project.

SECTION 6. The Board, based on information in the IS-MND prepared for the Project, hereby finds that the Project site is not, and has not been, a hazardous waste disposal site or solid waste disposal site; the Project site is not a hazardous waste release site identified by the State Department of Health Services; the Project site does not contain pipelines situated underground or above-ground which carry hazardous substances, acutely hazardous materials, or hazardous wastes; and the Project site is not within 500 feet of the edge of the closest land of a freeway or other busy traffic corridor as defined in Education Code section 17213(d)(9) or Public Resources Code section 21151.8(b)(9).

SECTION 7. The Board, based on information in the IS-MND prepared for the Project, hereby finds that the District consulted with the San Joaquin Valley Air Pollution Control District and Fresno County Environmental Health Division, per Public Resource Code section 21151.8 and Education Code section 17213 to identify any facilities within one-fourth mile of the site which might reasonably be anticipated to emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste. Based on the information provided in the IS-MND, there are no such facilities within one-fourth mile of the site that would constitute an actual or potential endangerment of public health to persons who would attend or be employed at the facilities.

SECTION 8. The Board hereby approves the Project.

SECTION 9. The Board hereby authorizes the Superintendent or her designee to file a Notice of Determination for the Project.

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a regular meeting of said Board held on the 13<sup>th</sup> day of December, 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
\_\_\_\_\_, President  
Governing Board  
Clovis Unified School District  
Fresno County, California

I, \_\_\_\_\_, Clerk of the Governing Board of the Clovis Unified School District of Fresno County, State of California, do hereby certify that the foregoing is a true copy of the Resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original Resolution is on file in the office of said Board.

\_\_\_\_\_  
\_\_\_\_\_, Clerk  
Governing Board  
Clovis Unified School District  
Fresno County, California

# **Mitigation Monitoring and Reporting Program**

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CEQA requires that a reporting or monitoring program be adopted for the conditions of project approval that are necessary to mitigate or avoid significant effects on the environment (Public Resources Code 21081.6). This mitigation monitoring and reporting program is intended to track and ensure compliance with adopted mitigation measures during the project implementation phase. For each mitigation measure recommended in the Final Initial Study-Mitigated Negative Declaration (Final IS-MND), specifications are made herein that identify the action required, the monitoring that must occur, and the agency or department responsible for oversight.

**Clovis Unified School District**

Clovis Unified School District Office Expansion Phase II

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<b>Biological Resources</b>							
<b>BIO-1: Nesting Birds</b>							
<p>Project construction shall be conducted outside of the nesting season (September 15 to January 31) to the extent feasible. If vegetation removal, grading, or initial ground-disturbing activities are conducted during the nesting season, a qualified biologist shall conduct a preconstruction nesting bird survey no more than ten days prior to initial ground disturbance. Nesting habitat may include shrubs, trees and snags located in the adjacent surrounding neighborhood, as well as open ground within the project site. The survey shall include all potential nesting habitat in the project area and within 300 feet of the proposed project grading boundaries to identify the location and status of any nests that could potentially be affected by project activities. The biologist shall submit a report of the preconstruction nesting bird survey to Clovis Unified School District (CUSD) to document compliance within 30 days of survey completion.</p> <p>If active nests of protected species are found within project impact areas or within 250 feet of project impact areas, the biologist shall establish a work exclusion zone around each nest that shall be followed by the contractor. Established exclusion zones shall remain in place until all young in the nest have fledged or the nest otherwise becomes inactive (e.g., due to predation). Appropriate exclusion zone sizes vary dependent upon bird species, nest location, existing visual buffers, ambient sound levels, and other factors. The qualified biologist shall consider these factors and determine the appropriate exclusion zone distance. An</p>	<p>Conduct preconstruction nesting bird survey if activities occur during nesting season.</p>	<p>No more than ten days prior to initial ground disturbance.</p>	<p>Once</p>	<p>CUSD</p>			
	<p>Establish work exclusion zones around active nests of protected species, if applicable.</p>	<p>During construction.</p>	<p>As needed</p>	<p>CUSD; construction contractor</p>			

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
exclusion zone radius may be as small as 25 feet (for common, disturbance-adapted species) or as large as 250 feet or more for raptors. Exclusion zone size may also be reduced from established levels if supported with nest monitoring by a qualified biologist indicating that work activities outside the reduced radius are not adversely impacting the nest. The biologist shall submit a report of the success of the exclusion zone to CUSD to document compliance within 30 days of completion of project construction.							
<b>Cultural Resources</b>							
<b>CUL-1: Unanticipated Discovery of Archaeological Resources</b>							
In the event that archaeological resources are encountered during ground-disturbing activities, work within 50 feet of the find shall be halted and an archaeologist meeting the Secretary of the Interior’s Professional Qualification Standards for archeology (National Park Service 1983) shall be contacted immediately to evaluate the find. If the find is prehistoric, then a Native American representative shall also be contacted to participate in the evaluation of the find. CUSD shall consider the mitigation recommendations of the qualified archeologist. CUSD and the construction contractor shall consult and agree upon implementation of a measure or measures, such as avoidance, preservation in place, excavation, documentation, curation, data recovery, or other appropriate measures, that CUSD and the construction contractor deem feasible and appropriate. If the find is potentially eligible for listing in the California Register of Historical Resources (CRHR), evaluation may require the preparation of a treatment plan and	Halt work within 50 feet of the find and contact a qualified archaeologist.	Immediately upon discovery.	As needed	CUSD			
	Consider mitigation recommendations of the qualified archaeologist.	During evaluation.					
	Implement agreed-upon measures (e.g., avoidance, preservation, excavation, etc.)	As determined during evaluation.					
	Prepare treatment plan and archaeological testing if find is potentially eligible.	During evaluation.					
	Review and approve treatment plan and archaeological testing/	As appropriate.					

**Clovis Unified School District**

Clovis Unified School District Office Expansion Phase II

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
archaeological testing. If the discovery proves to be eligible for listing in the CRHR and cannot be avoided by the project, additional work such as data recovery excavation may be warranted to mitigate any significant impacts to cultural resources to less than a significant level. CUSD shall review and approve the treatment plan and archeological testing as appropriate.							
<b>Geology and Soils</b>							
<b>GEO-1: Paleontological Resources Mitigation and Monitoring</b>							
<p><b>Qualified Professional Paleontologist.</b> Prior to excavation, CUSD shall retain a Qualified Professional Paleontologist, as defined by the Society for Vertebrate Paleontology (SVP 2010), who shall direct all mitigation measures related to paleontological resources.</p> <p><b>Paleontological Worker Environmental Awareness Program.</b> Prior to the start of construction, the Qualified Professional Paleontologist or their designee shall conduct a paleontological Worker Environmental Awareness Program training for construction personnel regarding the appearance of fossils and the procedures for notifying paleontological staff should fossils be discovered by construction personnel.</p> <p><b>Paleontological Monitoring and Salvage.</b> Full-time paleontological monitoring shall be conducted during ground-disturbing construction activities within previously undisturbed sediments greater than two feet below the surface. Paleontological monitoring shall be conducted by a paleontological monitor with experience with collection and salvage of paleontological resources and who meets the</p>	Retain a Qualified Professional Paleontologist.	Prior to excavation.	Once	CUSD			
	Conduct training for construction personnel.	Prior to the start of construction.	Once				
	Conduct full-time monitoring during ground-disturbing activities.	During construction.	Throughout construction				
	Salvage fossils to protect from damage/destruction.	Upon fossil discovery.	As needed				
	Identify, prepare, and curate fossils.	After fossil salvage.	As needed				
Prepare and submit final report.	Upon completion of ground-disturbing activities or fossil curation.	As needed					



Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<p>minimum standards of the SVP (2010) for a Paleontological Resources Monitor.</p> <p>The Qualified Professional Paleontologist may recommend that monitoring be reduced in frequency or ceased entirely based on geologic observations. Such decisions shall be subject to review and approval by CUSD. In the event of a fossil discovery by the paleontological monitor or construction personnel, all construction activity within 50 feet of the find shall cease, and the Qualified Professional Paleontologist shall evaluate the find. If the fossil(s) is (are) not scientifically significant, then construction activity may resume. If it is determined that the fossil(s) is (are) scientifically significant, the following shall be completed:</p> <ul style="list-style-type: none"> <li>- Fossil Salvage. The paleontological monitor shall salvage (excavate and recover) the fossil to protect it from damage/destruction. Typically, fossils can be safely salvaged quickly by a single paleontological monitor with minimal disruption to construction activity. In some cases, larger fossils (such as complete skeletons or large mammal fossils) require more extensive excavation and longer salvage periods. Bulk matrix sampling may be necessary to recover small invertebrates or microvertebrates from within paleontologically sensitive deposits. After the fossil(s) is (are) salvaged, construction activity may resume.</li> <li>- Fossil Preparation and Curation. Fossils shall be identified to the lowest (most-specific) possible</li> </ul>							

**Clovis Unified School District**

Clovis Unified School District Office Expansion Phase II

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<p>taxonomic level, prepared to a curation-ready condition, and curated in a scientific institution with a permanent paleontological collection along with all pertinent field notes, photos, data, and maps. Fossils of undetermined significance at the time of collection may also warrant curation at the discretion of the Qualified Professional Paleontologist.</p> <p><b>Final Paleontological Mitigation Report. Upon</b> completion of ground-disturbing activities (or laboratory preparation and curation of fossils, if necessary), the Qualified Professional Paleontologist shall prepare a final report describing the results of the paleontological monitoring efforts. The report shall include a summary of the field and laboratory methods employed; an overview of project geology; and, if fossils were discovered, an analysis of the fossils, including physical description, taxonomic identification, and scientific significance. The report shall be submitted to CUSD and, if fossil curation occurred, the designated scientific institution.</p>							
<b>Hazards and Hazardous Materials</b>							
<b>HAZ-1: Subsurface Investigation</b>							
<p>Prior to commencement of construction/grading activities at the project site, the project applicant shall retain a qualified environmental consultant (Professional Geologist [PG] or Professional Engineer [PE]) to conduct a subsurface investigation(s). The subsurface investigations may include, but are not limited to, sampling for the following chemicals of potential concern within the</p>	<p>Retain a qualified environmental consultant (PG or PE) to conduct subsurface investigations.</p>	<p>Prior to commencement of construction/grading activities</p>	<p>Once</p>	<p>CUSD</p>			
	<p>Screen results against San Francisco Bay Regional Water Quality Control Board ESLs.</p>	<p>During subsurface investigations</p>	<p>Once</p>				

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<p>construction envelope/proposed soil disturbance areas:</p> <ul style="list-style-type: none"> <li>- Organochlorine pesticides and arsenic in former agricultural areas</li> </ul> <p>As part of the subsurface investigations, analytical results shall be screened against San Francisco Bay Regional Water Quality Control Board environmental screening levels (ESLs) for construction workers and commercial/industrial uses, since site uses would be as administrative offices. The ESLs are risk-based screening levels for direct exposure of construction workers, residential, and commercial/industrial land uses. The subsurface investigation reports shall include recommendations to address identified hazards and indicate when to apply those recommended actions in relation to project activities.</p> <p>If contaminants are detected at the project site above ESLs for construction workers and commercial uses, appropriate steps shall be undertaken to protect site workers during project construction. This would include the preparation of a Soil Management Plan (SMP) (see Mitigation Measure HAZ-2).</p> <p>If contaminants are detected at concentrations exceeding hazardous waste screening thresholds for contaminants in soil (CCR Title 22, Section 66261.24), appropriate steps shall be undertaken to manage soil exceeding hazardous waste thresholds during project construction and if necessary, protect the public during project operation (see Mitigation Measures HAZ-2 and HAZ-3).</p>	<p>Prepare recommendations to address identified hazards.</p> <p>Undertake steps to protect site workers if contaminants are detected above ESLs.</p> <p>Manage soil exceeding hazardous waste thresholds if detected.</p>	<p>As part of subsurface investigation reports</p> <p>During project construction</p> <p>During project construction and operation.</p>	<p>Once</p> <p>As needed</p> <p>As needed</p>				

**Clovis Unified School District**

Clovis Unified School District Office Expansion Phase II

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<b>HAZ-2: Soil Management Plan</b>							
<p>Prior to commencement of construction/grading activities at the project site, the qualified environmental consultant (PG or PE) shall prepare a Soil Management Plan (SMP) for the project site. The SMP shall address:</p> <p>1. On-site handling and management of impacted soils or other impacted wastes (e.g., stained soil, and soil with solvent or chemical odors) if such soils or impacted wastes are encountered, and</p> <p>2. Specific actions to reduce hazards to construction workers and offsite receptors during the construction phase.</p> <p>The SMP must establish measures and soil management practices related to impacted soil to ensure construction worker safety, the health of future workers and visitors, and the off-site dust migration of contaminants from the project. These measures and practices shall include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- Stockpile management, including stormwater compliance and installation of BMPs</li> <li>- Proper disposal procedures of impacted soils</li> <li>- Investigation procedures for encountering known and unexpected odorous or visually stained soils, other indications of hydrocarbon piping or equipment, and/or debris during ground-disturbing activities</li> <li>- Monitoring and reporting</li> <li>- An environmental health and safety plan for contractors working at the</li> </ul>	Prepare an SMP for the project site.	Prior to commencement of construction/grading activities.	Once	CUSD			
	Review and approve the SMP.	Prior to issuance of grading permits.	Once				
	Implement the SMP during construction/grading.	During construction/grading.	Once				

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<p>project site that addresses the safety and health hazards of each phase of site construction activities with the requirements and procedures for employee protection as it relates to impacted soil. The health and safety plan shall outline proper soil handling procedures and health and safety requirements to minimize worker and public exposure to hazardous materials during construction.</p> <p>CUSD shall review and approve the SMP prior to issuance of grading permits. CUSD shall implement the SMP during construction/grading at the project site.</p>							
<b>HAZ-3: Agency Oversight</b>							
<p>If impacted soil is identified during implementation of Mitigation Measure HAZ-1 (subsurface investigation) within the construction envelope at chemical concentrations exceeding construction worker or commercial ESLs and/or hazardous waste screening thresholds for contaminants in soil, the qualified environmental consultant (PG or PE) shall delineate and dispose of the contaminated soil or recommend remedial engineering controls, if appropriate. The qualified environmental consultant shall utilize the project site analytical results for waste characterization before offsite transportation or disposal of potentially impacted soils or wastes. The qualified consultant shall arrange for proper disposal and/or recommend remedial engineering controls, if appropriate.</p> <p>Remediation of impacted soils and/or implementation of remedial engineering controls may require additional delineation of</p>	<p>Delineate and dispose of contaminated soil or recommend remedial engineering controls.</p>	<p>During Mitigation Measure HAZ-1.</p>	<p>Once</p>	<p>CUSD</p>			
	<p>Conduct additional delineation, analytical testing, soil excavation, and offsite disposal or recycling.</p>	<p>During remediation.</p>	<p>Once</p>				
	<p>Arrange for proper disposal and/or recommend remedial engineering controls.</p>	<p>Prior to transportation of impacted soils offsite.</p>	<p>As needed</p>				
	<p>Review and approve remedial engineering controls.</p>	<p>Prior to issuing a grading permit.</p>	<p>Once</p>				

**Clovis Unified School District**

Clovis Unified School District Office Expansion Phase II

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<p>sub-surface impacts; additional analytical testing per landfill or recycling facility requirements; soil excavation; and offsite disposal or recycling.</p> <p>CUSD shall review, approve, and implement the project site disposal recommendations for regulated waste prior to transportation of impacted soils offsite, and review and approve remedial engineering controls, prior to issuing a grading permit.</p>							
<b>Tribal Cultural Resources</b>							
<b>TCR-1: Treatment of Inadvertent Tribal Cultural Resource Discoveries During Construction</b>							
<p>In the event that cultural resources of Native American origin are identified during ground-disturbing activities, all earth disturbing work within 50 feet of the find shall be temporarily suspended or redirected until a qualified archaeologist has evaluated the nature and significance of the find; an appropriate Native American representative, based on the nature of the find, is consulted; and mitigation measures are put in place for the disposition and protection of any find pursuant to PRC Section 21083.2. If CUSD, in consultation with local Native Americans, determines that the resource is a tribal cultural resource and thus significant under CEQA, a mitigation plan shall be prepared and implemented in accordance with state guidelines and in consultation with local Native American group(s) prior to continuation of any earth disturbing work within the vicinity of the find. The plan shall include avoidance of the resource or, if avoidance of the resource is infeasible, shall outline the appropriate treatment of the resource in coordination with the appropriate local Native American tribal representative and, if</p>	Temporarily suspend or redirect work within 50 feet of the find.	Upon discovery of cultural resources.	As needed	CUSD			
	Evaluate the nature and significance of the find.	During suspension of work.					
	Implement mitigation measures for disposition and protection of the find.	After evaluation.					
	Determine if the resource is a tribal cultural resource under CEQA.	During evaluation and consultation.					
	Prepare and implement a mitigation plan if the resource is significant.	Prior to continuation of earth disturbing work.					

Mitigation Measure/ Condition of Approval	Action Required	Timing	Monitoring Requirements	Responsible Agency	Com- pliance Verifi- cation Initial	Com- pliance Verifi- cation Date	Com- pliance Verifi- cation Comments
<p>applicable, a qualified archaeologist. Examples of appropriate mitigation for tribal cultural resources include, but are not limited to, protecting the cultural character and integrity of the resource, protecting traditional use of the resource, protecting the confidentiality of the resource, or heritage recovery.</p>							

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## CUSD Board Agenda Item

Agenda Item: P 6

**Title:** Annual First Interim Report with a Positive Certification

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**CONTACT:** Michael Johnston

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the District's First Interim Financial Report, as submitted, and adopt a Positive Certification indicating the District will be able to meet its financial obligations for the remainder of the 2024-25 school year as required by Assembly Bill 1200.

**DISCUSSION:**

The District completes quarterly financial reports to reflect its updated financial status. The District has used this report to meet the requirements of Assembly Bill 1200, which requires the Board to review the financial condition of the District based on financial decisions made between July 1, 2024, and October 31, 2024. This requirement is referred to as the First Interim Report.

After review of the report, the Governing Board must adopt one of the following certifications: Positive, Qualified or Negative. The First Interim Report reflects that the District will be able to meet its financial obligations for the remainder of the 2024-25 school year and two subsequent years. The report will indicate continued financial health of the District based on State criteria and standards as outlined in AB 1200.

The 2024-25 First Interim Report can be accessed here:

<https://www.cusd.com/Downloads/24-25%20First%20Interim%20Report3.pdf>

**FISCAL IMPACT:**

As noted in the report.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

**Title:** Authorization to Purchase Closed Circuit Television Camera System via Piggyback

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**CONTACT:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Authorize the purchase of a Verkada Closed Circuit Television (CCTV) camera security system via piggyback through the California Multiple Awards Schedule (CMAS).

**DISCUSSION:**

The District's current CCTV system, installed in 2012, is now due for replacement. The 2024 Bond includes funding to upgrade this essential infrastructure. The District has been testing the Verkada system at Hirayama Elementary School since its opening. The camera system offers advanced search capabilities, enhanced accessibility for authorized District administrators, and streamlined sharing with law enforcement when necessary. Additionally, it features electronic notification capabilities and mobile device accessibility, significantly improving functionality and responsiveness.

To further enhance operational efficiency, the District plans to extend this upgraded system to school buses. The existing bus surveillance system is outdated, unreliable, and cumbersome to use. The new system will provide live footage retrieval during emergencies, notify staff of camera malfunctions, and drastically reduce the time required for video retrieval and review, saving hundreds of staff hours annually.

To capitalize on significant cost savings and mitigate the impact of the upcoming sales tax increase, District administration seeks approval to purchase the new cameras before the end of the calendar year. The Verkada system will replace the existing CCTV system at all District sites and school buses.

**FISCAL IMPACT:**

Total cost of equipment and installation is \$7,299,702. CMAS pricing saves close to \$3,000,000 off of the manufacturer's suggested retail price. The price is net the following additional discounts totaling \$1,410,600 with discounts as follows: \$873,000 to purchase by calendar year end, \$240,000 in donated equipment and licenses, \$80,000 in free shipping, \$150,000 from waiving the cost of dedicated Verkada resources to assist with set up and configuration of system, and mitigating increased sales tax of \$67,600. Project will be funded with 2024 Bond Funds and one-time General Fund dollars.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

## CUSD Board Agenda Item

Agenda Item: P 8

**Title:** Resolution 4025 - Authorization to Submit an Application to Reaffirm Fiscal Accountability Status

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**CONTACT:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Authorize the District to submit an application to Fresno County Superintendent of Schools to reaffirm fiscal accountability status.

**DISCUSSION:**

Administration seeks to reaffirm its status as a fiscally accountable district, as allowed under Education Code 42650. With county superintendent approval, the District may draw warrants for expenses, excluding debt service, directly from county treasury funds. These warrants, issued by District disbursing officers, ensure timely payment.

The attached resolution designates the Associate Superintendent of Administrative Services and the Assistant Superintendent of Business Services as the District's Disbursing Officers. This agenda item formalizes the authorization by the Governing Board, County Superintendent and County Auditor to continue these practices.

**FISCAL IMPACT:**

No fiscal impact.

**REVISIONS:**

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ATTACHMENTS:

Description	Upload Date
<a href="#">7_526_ResolutionNo.4025ApplicationtoReaffirmFiscalAccountabilityStatus-002-.pdf</a>	12-06-2024

**RESOLUTION NO. 4025  
BEFORE THE GOVERNING BOARD  
OF THE CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**AUTHORIZATION TO SUBMIT AN APPLICATION TO REAFFIRM  
FISCAL ACCOUNTABILITY STATUS**

**WHEREAS**, the Clovis Unified School District, pursuant to Education Code section 42650, is seeking to apply to the Fresno County Superintendent of Schools to reaffirm permission to issue warrants and do all other things permitted by said section; and

**WHEREAS**, it is necessary for the Governing Board to adopt certain policies in connection with the application pursuant to Education Code section 42650.

**THEREFORE, BE IT RESOLVED** the Associate Superintendent of Administrative Services and the Assistant Superintendent of Business Services are hereby designated the Disbursing Officers of the District.

**BE IT ALSO RESOLVED** that the Fresno County Superintendent of Schools shall be notified immediately of any changes in the organization of and distribution of duties within the Associate Superintendent of Administrative Services and the Assistant Superintendent of Business Services.

**BE IT ALSO RESOLVED** the Disbursing Officers be and are hereby authorized to consult directly at any time with the Office of County Counsel or District Outside Counsel that the annual audit of the Clovis Unified School District, conducted by an independent certified public accountant, include a statement on the adequacy of the accounting controls of the District.

**BE IT ALSO RESOLVED** that a fidelity bond, in an amount sufficient to cover the added liability resulting from the implementation of Education Code section 42650 will be obtained from an insurance and/or bonding company licensed to do business in the State of California covering each District employee authorized to issue warrants, shall at all times be maintained by the District.

**BE IT ALSO RESOLVED** that proof of the fidelity bond covering all District employees authorized to issue warrants be furnished to Fresno County Superintendent of Schools and to such other county and state agencies that may from time to time request such proof.

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 13<sup>th</sup> day of December, 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
\_\_\_\_\_, President

Governing Board  
Clovis Unified School District  
Fresno County, California

I, \_\_\_\_\_, the Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the Resolution adopted by said Board at a regular meeting there, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

\_\_\_\_\_  
\_\_\_\_\_, Clerk

Governing Board  
Clovis Unified School District  
Fresno County, California

## CUSD Board Agenda Item

Agenda Item: P 9

**Title:** New Board Policy No. 4252 - Classified Special Compensation

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**CONTACT:** Corrine Folmer

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Adopt the new Board Policy No. 4252 - Classified Special Compensation.

**DISCUSSION:**

Pursuant to Board Bylaw No. 9310, the Superintendent or designee identifies the need for a new policy. The Superintendent recommends that the Board adopt Policy No. 4252 to establish rules governing payment of special compensation for designated classified employees.

**FISCAL IMPACT:**

**REVISIONS:**

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ATTACHMENTS:

Description	Upload Date
<a href="#">4252BP.ClassifiedEmployeeSpecialCompensation.pdf</a>	12-09-2024

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

## PERSONNEL

Classified

**CLASSIFIED SPECIAL COMPENSATION**

**PURPOSE:** To establish rules governing payment of special compensation for non-represented classified and non-represented classified management employees whom are members of CalPERS.

All positions have been classified through a process of analysis of the specific duties performed. This process results in a written position description which lists the duties required for each class of work. It also makes possible the assignment of a position title for the job and furnishes a basis for comparing the position with other jobs in the District. If the duties of the position change significantly, the job may be re-examined to determine whether it should be given another title or a different placement in the salary structure.

All employees shall be classified immediately upon employment; conditioned upon the employee performing work satisfactorily.

A. Longevity

Commencing with the 15th year of service, a longevity increment for years of service with the District shall be awarded for 15-19 years, 20-24 years, and 25+ years of experience in accordance with Board Policy 4251.10.

Longevity pay is awarded based on years of service with Clovis Unified School District as follows:

1. Employees who have been with the District for a period of 15 years shall receive a stipend each year beginning with their 15th year through their 19th year.
2. Employees with a total of 20 years of service shall receive a stipend each year beginning with their 20th year through their 24th year.
3. Employees with a total of 25 years of service shall receive a stipend each year per year beginning with their 25th year and continuing each year until resignation, retirement, or termination.
4. Longevity pay is additional compensation and is an annual amount which employees qualify for after their respective years of employment and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months.
5. The amount is pro rata based on the employee's full time equivalent percentage. See stipend amounts in the table below.



**CLOVIS UNIFIED  
SCHOOL DISTRICT****B. Education Incentive**

## Professional Growth:

1. The purpose of the Professional Growth Program is to assist classified and classified management employees in meaningful study and related activities designed to retain and improve the employees' knowledge of skills in their respective career paths. The Board authorizes the Superintendent to establish rules and regulations for the conduct and control of the Professional Growth Program for classified and classified management employees.
2. The Professional Growth Program for classified and classified management employees that was established in 1980 shall no longer be in effect as of July 1, 2006. All employees who received stipends from the Professional Growth Program in effect prior to July 1, 2006, shall continue to receive earned stipends until such employees are no longer employed or eligible.
3. The Superintendent or designee shall establish a Professional Growth Committee to evaluate the District's Professional Growth Program for regular classified and classified management employees as needed. The Professional Growth Committee shall make its recommendations to the Superintendent or designee.
4. Professional Growth pay is additional compensation and is an annual amount which employees hired prior to July 1, 2006 may have qualify for and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months.
5. Professional Growth – Amount depends on if position is either classified or classified management-see stipend amounts in table below.

## Education Stipend:

1. Effective July 1, 2019, a stipend for a Master's degree shall be awarded for any classified or classified management employee in a regular probationary or permanent position. Administrative contracted employees are not eligible.
2. Upon being awarded a Master's degree by an accredited Institute of Higher Education, an employee must submit official sealed transcripts to the Human Resources Department no later than June 30. The stipend will be paid beginning with the contract year after July 1.
3. The Master's stipend amount will be prorated based on the employees FTE.
4. A stipend for a Doctoral degree will be awarded for any classified or classified management employee in a regular probationary or permanent position in accordance with Board Policy 4151.30, 4151.30, 4351.30.
5. Individuals may only earn one Master's stipend and one Doctoral stipend.

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**CLOVIS UNIFIED  
SCHOOL DISTRICT**

6. Upon retirement from the District, an individual shall no longer be eligible to receive a Master's degree or Doctoral degree stipend.
7. Doctorate and Master Stipends:
  - a) Doctorate Stipend (Board Policy No. 4151.30, 4251.30, 4351.30) see amounts in table below.
  - b) Master Stipend (Board Policy No. 4251.10) see amounts in table below.
8. The Education stipend pay is additional compensation and is an annual amount which employees may qualify for and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months.

**C. Premium**

In the event an employee is assigned more than five working days within a 15-calendar day period in a higher classification, the salary shall be adjusted to the nearest step of the higher classification, which would result in at least a 5% salary increase. This increase shall be for the entire period the employee is required to work out of classification. Working out of Class – only reportable for CalPERS Classic Members

**D. Special Assignment**

1. Members of the bargaining unit whose work shift requires service after 6:00 p.m. shall receive a premium of five percent (5%) above the regular pay rate for the respective classification for hours worked between 6:00 p.m. and midnight.
2. Members of the bargaining unit whose work shift requires service after midnight shall receive a premium of seven and one-half percent (7.5%) above the regular pay rate for the respective classification for hours worked between midnight and 7:00 a.m. Employees whose shifts begin between 6:00 a.m. and 7:00 a.m., or end between 6:00 p.m. and 7:00 p.m., shall be paid at the regular rate of pay.
3. An employee receiving differential compensation on the basis of their shift shall not lose such compensation if they are temporarily, for twenty (20) working days or less, assigned to a shift not entitled to such compensation. The regular rate of pay of an employee while assigned to a shift which provides differential compensation shall be the differential rate.

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

STIPEND AMOUNTS 2024-2025

LONGEVITY

<b>Longevity Stipend (Board Policy 4251.10)</b>	<b>Annual</b>
15th year through their 19th year	\$2,877.00
20th year through their 24th year	\$5,494.00
25th year and continuing until resignation, retirement, or termination	\$10,726.00

EDUCATION

<b>Doctorate Stipend (Board Policy No. 4151.30, 4251.30, 4351.30) Master Stipend (Board Policy No. 4251.10)</b>	
Doctorate Stipend	\$2,521.00
Master Stipend	\$1,787.00

PROFESSIONAL GROWTH

Classified:

<b>Professional Growth (Board Policy No. 4231.1, 4331.10)</b>	<b>Amount</b>
1 <sup>st</sup> Professional Growth	\$ 830.00
2 <sup>nd</sup> Professional Growth	\$1,661.00
3 <sup>rd</sup> Professional Growth	\$2,491.00
4 <sup>th</sup> Professional Growth	\$3,321.00
5 <sup>th</sup> Professional Growth	\$4,151.00
6 <sup>th</sup> Professional Growth	\$4,982.00

Classified Management:

<b>Professional Growth (Board Policy No. 4231.1, 4331.10)</b>	<b>Amount</b>
1 <sup>st</sup> Professional Growth	\$ 951.00
2 <sup>nd</sup> Professional Growth	\$1,902.00
3 <sup>rd</sup> Professional Growth	\$2,854.00
4 <sup>th</sup> Professional Growth	\$3,805.00
5 <sup>th</sup> Professional Growth	\$4,756.00
6 <sup>th</sup> Professional Growth	\$5,707.00

Adopted: 12/13/2024

GOVERNMENT CODE  
20630-20640 Public Employees' Retirement System  
20691 Member Contributions

**Title:** Memorandums of Understanding Between Clovis Unified School District and California School Employees Association, Chapter 250

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**CONTACT:** Barry Jager

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

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**RECOMMENDATION:**

Approve the Memorandums of Understanding (MOUs) to adjust the longevity pay amount effective July 1, 2021, July 1, 2022, July 1, 2023, and the Professional Growth program, ensuring compliance with Public Employees' Retirement Law (PERL) and California Public Employees' Retirement System (CalPERS) regulations.

**DISCUSSION:**

The District is actively working with CalPERS to address compliance requirements related to special compensation categories, specifically longevity and professional growth pay.

The District applies Board-approved salary schedule increases to classified employees' longevity pay. To be compliant, each time the longevity amount is adjusted, an MOU must be established. Approving these MOUs for periods effective July 1, 2021, July 1, 2022, and July 1, 2023, will ensure that our employees' retirement benefits accurately reflect their existing longevity pay and it is creditable towards their retirement incentive.

Professional Growth Pay is another form of special compensation available to employees hired before July 1, 2006. This program was created to support classified employees in advancing their skills and knowledge within their career paths. The MOU for Professional Growth Pay will secure this compensation as part of the retirement incentive calculation for eligible employees.

**FISCAL IMPACT:**

**REVISIONS:**

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**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>
<a href="#">CombinedMOULongevity.pdf</a>	12-05-2024
<a href="#">ProfessionalGrowthMOU.pdf</a>	12-18-2024

MEMORANDUM OF UNDERSTANDING

BETWEEN

Clovis Unified School District

AND

California Schools Employee Association, Chapter 250

1. PURPOSE

This Memorandum of Understanding (MOU) establishes the longevity pay structure for eligible employees, ensuring compliance with the Public Employees' Retirement Law (PERL) and California Public Employees' Retirement System (CalPERS) regulations.

2. ELIGIBILITY

Employees are eligible for longevity pay beginning with 15 years of service with the District. Service includes all permanent or probationary time, as well as approved leaves, provided the employee returns to work upon completion of such leave.

3. LONGEVITY PAY

Longevity pay is awarded based on years of service with Clovis Unified School District as follows:

- a. Employees who have been with the District for a period of 15 years shall receive \$2,877.00 per year beginning with the 15<sup>th</sup> year through their 19<sup>th</sup> year.
- b. Employees with a total of 20 years of service shall receive \$5,494.00 per year beginning with their 20<sup>th</sup> year through their 24<sup>th</sup> year.
- c. Employees with a total of 25 years of service shall receive \$10,726.00 per year beginning with their 25<sup>th</sup> year and continuing each year until resignation, retirement, or termination.

The amount is pro rata based on the employee's full time equivalent percentage.

4. RETIREMENT COMPLIANCE

Longevity pay is additional compensation and is an annual amount which employees qualify for after their respective years of employment and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months.

5. IMPLEMENTATION

The provisions of this MOU will take effect on July 1, 2023, with adjustments as needed to maintain compliance with PERL, PEPR, and CalPERS regulations.

District:

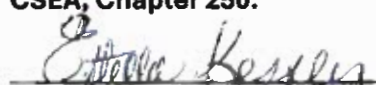
 10.23.24

Signature/Date

 10.23.24

Signature/Date

CSEA, Chapter 250:

 10/22/2024

Signature/Date

 10/22/2024

Signature/Date

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

Clovis Unified School District

**AND**

California Schools Employee Association, Chapter 250

**1. PURPOSE**

This Memorandum of Understanding (MOU) establishes the longevity pay structure for eligible employees, ensuring compliance with the Public Employees' Retirement Law (PERL) and California Public Employees' Retirement System (CalPERS) regulations.

**2. ELIGIBILITY**

Employees are eligible for longevity pay beginning with 15 years of service with the District. Service includes all permanent or probationary time, as well as approved leaves, provided the employee returns to work upon completion of such leave.

**3. LONGEVITY PAY**

Longevity pay is awarded based on years of service with Clovis Unified School District as follows:

- a. Employees who have been with the District for a period of 15 years shall receive \$2,727.00 per year beginning with the 15<sup>th</sup> year through their 19<sup>th</sup> year.
- b. Employees with a total of 20 years of service shall receive \$5,208.00 per year beginning with their 20<sup>th</sup> year through their 24<sup>th</sup> year.
- c. Employees with a total of 25 years of service shall receive \$10,167.00 per year beginning with their 25<sup>th</sup> year and continuing each year until resignation, retirement, or termination.

The amount is pro rata based on the employee's full time equivalent percentage.


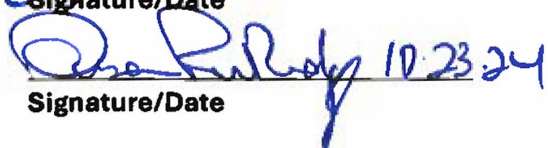
**4. RETIREMENT COMPLIANCE**

Longevity pay is additional compensation and is an annual amount which employees qualify for after their respective years of employment and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months.



**5. IMPLEMENTATION**

The provisions of this MOU will take effect on July 1, 2022, with adjustments as needed to maintain compliance with PERL, PEPR, and CalPERS regulations.

**District:**

 10-23-24  
Signature/Date  
 10-23-24  
Signature/Date

**CSEA, Chapter 250:**

 10/22/2024  
Signature/Date  
 10/22/2024  
Signature/Date

MEMORANDUM OF UNDERSTANDING

BETWEEN

Clovis Unified School District

AND

California Schools Employee Association, Chapter 250

1. PURPOSE

This Memorandum of Understanding (MOU) establishes the longevity pay structure for eligible employees, ensuring compliance with the Public Employees' Retirement Law (PERL) and California Public Employees' Retirement System (CalPERS) regulations.

2. ELIGIBILITY

Employees are eligible for longevity pay beginning with 15 years of service with the District. Service includes all permanent or probationary time, as well as approved leaves, provided the employee returns to work upon completion of such leave.

3. LONGEVITY PAY

Longevity pay is awarded based on years of service with Clovis Unified School District as follows:

- a. Employees who have been with the District for a period of 15 years shall receive \$2,549.00 per year beginning with the 15<sup>th</sup> year through their 19<sup>th</sup> year.
- b. Employees with a total of 20 years of service shall receive \$4,867.00 per year beginning with their 20<sup>th</sup> year through their 24<sup>th</sup> year.
- c. Employees with a total of 25 years of service shall receive \$9,502.00 per year beginning with their 25<sup>th</sup> year and continuing each year until resignation, retirement, or termination.

The amount is pro rata based on the employee's full time equivalent percentage.

4. RETIREMENT COMPLIANCE

Longevity pay is additional compensation and is an annual amount which employees qualify for after their respective years of employment and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months.

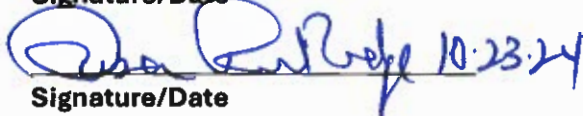
5. IMPLEMENTATION

The provisions of this MOU will take effect on July 1, 2021, with adjustments as needed to maintain compliance with PERL, PEPR, and CalPERS regulations.

District:

 10-23-24

Signature/Date

 10-23-24

Signature/Date

CSEA, Chapter 250:

 10/22/2024

Signature/Date

 10/22/2024

Signature/Date

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
Clovis Unified School District  
AND  
California Schools Employee Association, Chapter 250**

**1. PURPOSE**

This Memorandum of Understanding (MOU) establishes the professional growth pay structure for eligible employees, ensuring compliance with the Public Employees' Retirement Law (PERL) and California Public Employees' Retirement System (CalPERS) regulations.

**2. ELIGIBILITY**

The purpose of the Professional Growth Program is to assist classified and classified management employees in meaningful study and related activities designed to retain and improve the employees' knowledge of skills in their respective career paths. The Board authorizes the Superintendent to establish rules and regulations for the conduct and control of the Professional Growth Program for classified and classified management employees.

The Professional Growth Program for classified and classified management employees that was established in 1980 shall no longer be in effect as of July 1, 2006. All employees who received stipends from the Professional Growth Program in effect prior to July 1, 2006, shall continue to receive earned stipends until such employees are no longer employed or eligible.

The Superintendent or designee shall establish a Professional Growth Committee to evaluate the District's Professional Growth Program for regular classified and classified management employees as needed. The Professional Growth Committee shall make its recommendations to the Superintendent or designee.

Professional Growth pay is additional compensation and is an annual amount which employees hired prior to July 1, 2006 may have qualify for and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months.

**3.EARNING UNITS:**

- a) One (1) unit shall be granted for each semester unit of college, junior college, or trade school credit. A maximum of 2 units, per increment, will be allowed for CSUF Extension courses or any other extension and continuing education programs.
- b) One-half (1/2) unit shall be granted for each fifteen (15) hours of adult education. A maximum of five (5) adult education units (150 hours) shall be allowed for each Professional Growth Increment.
- c) One (1) unit shall be granted for each fifteen (15) hours of District approved in-service training or workshops taken on employee's own time. No credit toward increment shall be given if the District pays 50% or more of the expenses for the in-service or workshop.



- d) Vocational, hobby, or recreational classes are not eligible for Professional Growth Increments.
- e) Upon completion of an Education Plan, all units earned towards a degree/certificate program may be counted toward a Professional Growth Increment. If units are earned outside of a degree/certificate program, then a minimum of five (5) units must be related to the employee's job classification.
- f) A passing grade of "C" or better is required for all courses.
- g) Duplicated coursework will not be accepted.

#### 4. PROFESSIONAL GROWTH PAY

Employees who complete a total of ten (10) units shall receive one (1) Professional Growth Increment. A maximum of six (6) Professional Growth Increments may be awarded to any eligible classified employee.

<b>Professional Growth (Board Policy No. 4231.1, 4331.10)</b>	<b>Amount</b>
1 <sup>st</sup> Professional Growth	\$ 830.00
2 <sup>nd</sup> Professional Growth	\$1,661.00
3 <sup>rd</sup> Professional Growth	\$2,491.00
4 <sup>th</sup> Professional Growth	\$3,321.00
5 <sup>th</sup> Professional Growth	\$4,151.00
6 <sup>th</sup> Professional Growth	\$4,982.00

The amount is prorated based on scheduled hours worked per week and will be paid over the number of months employees are paid; 10-, 11-, or 12-months.

#### 5. RETIREMENT COMPLIANCE

Professional Growth pay is additional compensation and is an annual amount which employees may have qualified for and is prorated and paid over the number of months employees are paid; 10-, 11-, or 12-months. All employees who received stipends from the Professional Growth Program in effect prior to July 1, 2006, shall continue to receive earned stipends until such employees are no longer employed or eligible.

#### 6. IMPLEMENTATION

This program ended June 30, 2006. As of July 1, 2006 any employees receiving professional growth will continue to receive the pay until retirement. The provisions of this MOU will take effect on July 1, 2006.

District:

[Signature] 12.12.24  
Signature/Date

[Signature] 12.12.24  
Signature/Date

CSEA, Chapter 250:

[Signature] 12/12/2024  
Signature/Date

[Signature] 12/12/2024  
Signature/Date

**Title:** Provisional Internship Permit

**CONTACT:** Barry Jager

**FOR INFORMATION:**

**FOR ACTION:** December 13, 2024

**RECOMMENDATION:**

Approve the Provisional Internship Permit for the recommended teaching candidate, as submitted.

**DISCUSSION:**

The Provisional Internship Permit (PIP) is available when the employing agency knows that there will be a teacher vacancy yet is unable to recruit a suitable candidate. The expectations of the employer and the employee are higher since this individual will be the teacher of record and should be on a credential track. The focus of the document is meeting subject matter competency. Once a candidate completes subject matter competency, the candidate can be employed on a document such as a District Internship Credential. Candidate requirements include the following: (1) Bachelor’s degree or higher; (2) passage of the California Basic Educational Skills Test (CBEST); and (3) specific course work or experience, explained in detail on the PIP information leaflet.

As required by the California Commission on Teacher Credentialing (CCTC), employing agencies offering employment to a candidate on a PIP are required to: (1) conduct a diligent search for a suitable credentialed teacher or qualified internship teacher; (2) provide the PIP holder with orientation, guidance, and assistance as specified in Title 5 Section 80026.5 of the California Code of Regulations; (3) assist the PIP holder in developing a personalized plan (kept on file at the local level) through an agency-defined assessment leading to completion of subject matter competence; and (4) counsel the PIP holder to enroll in subject matter training. Clovis Unified School District administration hereby declares that a diligent search was conducted for suitable credentialed teachers or qualified internship teachers. Upon Board approval, District administration asserts that steps 2-4, as outlined above, will be completed.

School districts submitting PIP requests must include verification that a notice of intent to employ the applicants in the identified positions was made public. The public notice must include the following information: (1) the name of the applicant(s); (2) the assignment in which the applicant(s) will be employed including subject(s), grade level(s), and school site; and (3) a statement that the applicant(s) will be employed on the basis of a PIP. Clovis Unified intends to submit a PIP request for the following teacher candidate, contingent upon administration and Board approval:

Name of Applicant	Assignment	Grade Level	School Site	Employment Status
Morgan Cruce	Resource Specialist	K-6	Bud Rank Elementary / Riverview Elementary	PIP (Education Specialist Mild to Moderate Support Needs )

A PIP shall be issued for one year and may not be renewed.

Lastly, public school districts must include a copy of the agenda item presented to the governing board of the district. The agenda item must be presented in a public meeting as an action item and include the information above for each individual for whom the permit will be requested. The permit request must include a signed statement from the Superintendent, or designee, that the item was acted upon favorably. To assure that each permit request receives individual review and approval by the governing board, the agenda item may not be part of the consent agenda.

The PIP for Morgan Cruce is being presented directly for action due to immediate hiring needs.

**FISCAL IMPACT:**

**REVISIONS:**

---

**ATTACHMENTS:**

**Description**

**Upload Date**

# CUSD Board Agenda Item

Agenda Item: P 12

**Title:** Award of Bid - Construction

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**CONTACT:** Michael Johnston

**FOR INFORMATION:** November 13, 2024

**FOR ACTION:** December 13, 2024

---

**RECOMMENDATION:**

Award of Bid No. 3001 - District Campus Phase II to various multi-prime contractors and authorize the Superintendent or designee to enter into multi-prime agreements per attached bid tabulations, and a construction management agreement with Mark Wilson Construction.

**DISCUSSION:**

Bid No. 3001 - District Campus Phase II: Fifty-nine (59) bids were received and opened on November 21, 2024, as per the attached tabulation. The table below depicts the total amount of multi-prime bids, construction management fees, and all general conditions for the project. Recommend award of base bid plus alternates per attached tabulation.

Prime Bids	\$	17,280,846.00
Alternate No. 2	\$	348,045.00
Alternate No. 3	\$	131,760.00
Fees	\$	585,323.31
General Conditions	\$	1,440,795.84
Total	\$	20,036,067.15

**FISCAL IMPACT:**

Funding: Certificate of Participation Funds \$20,036,067.15

**REVISIONS:**

---

**ATTACHMENTS:**

**Description**

**Upload Date**

[Bid3001Tabulation.pdf](#)

11-22-2024

BID 3001- DISTRICT CAMPUS PHASE 2		11/21/2024						
PKG#	DESCRIPTION	CONTRACTOR	Base Bid	Alt#1	Alt#2	Alt#3	TOTAL	SUBCONTRACTORS
DOF-01	EARTHWORK	TODD COMPANIES	\$1,257,975.00	\$8,000.00	\$8,000.00	\$0.00	\$1,273,975.00	T&T PAVEMENT MARKINGS
DOF-01	EARTHWORK	ELDORADO EXCAVATION INC	\$1,297,350.00	\$0.00	\$0.00	\$0.00	\$1,297,350.00	MIRANDA TRUCKING, ANDERSON STRIPING
DOF-01	EARTHWORK	JIM CRAWFORD CONSTRUCTION COMPANY INC	\$1,377,700.00	\$0.00	\$0.00	\$0.00	\$1,377,700.00	CENTRAL STATE STRIPING
DOF-01	EARTHWORK	AVISON CONSTRUCTION INC	\$1,866,500.00	\$0.00	\$0.00	\$0.00	\$1,866,500.00	T&T PAVEMENT MARKINGS
DOF-02	SITE UTILITIES	AMERICAN INCORPORATED	\$456,520.00	\$0.00	\$0.00	\$0.00	\$456,520.00	NONE
DOF-02	SITE UTILITIES	TODD COMPANIES	\$485,975.00	\$0.00	\$0.00	\$0.00	\$485,975.00	NONE
DOF-02	SITE UTILITIES	BILL NELSON GENERAL ENGINEERING CONSTRUCTION, INC	\$639,902.00	\$0.00	\$0.00	\$0.00	\$639,902.00	NONE
DOF-02	SITE UTILITIES	WEST VALLEY CONSTRUCTION COMPANY INC	\$723,792.00	\$0.00	\$0.00	\$0.00	\$723,792.00	NONE
DOF-02	SITE UTILITIES	WALSH MONTGOMERY CONSTRUCTION INC	\$844,000.00	\$0.00	\$0.00	\$0.00	\$844,000.00	NONE
DOF-02	SITE UTILITIES	HPS MECHANICAL, INC	\$945,855.00	\$0.00	\$0.00	\$0.00	\$945,855.00	NONE
DOF-03	CONCRETE	GC BUILDERS	\$1,766,000.00	\$37,360.00	\$37,009.00	\$0.00	\$1,840,369.00	AZ REBAR, EXPLICIT CONCRETE
DOF-03	CONCRETE	BMV CONSTRUCTION GROUP, INC	\$1,916,000.00	\$21,000.00	\$20,000.00	\$0.00	\$1,957,000.00	MADERA CONCRETE, AZ REBAR
DOF-03	CONCRETE	CHAZMAT CONCRETE CONSTRUCTION, INC.	\$2,076,000.00	\$20,000.00	\$23,000.00	\$0.00	\$2,119,000.00	CENTRAL VALLEY REINFORCING
DOF-03	CONCRETE	DAVID A BUSH, INC.	\$2,070,334.00	\$38,846.00	\$30,263.00	\$0.00	\$2,139,443.00	PACIFIC STEEL GROUP
DOF-03	CONCRETE	TODD COMPANIES	\$2,357,975.00	\$30,000.00	\$30,000.00	\$0.00	\$2,417,975.00	AZ REBAR, WBM SALEH CO, RESCOM
DOF-03	CONCRETE	CENCAL SERVICES INC	\$2,595,000.00	\$52,000.00	\$62,000.00	\$0.00	\$2,709,000.00	PACIFIC STEEL GROUP, ARDENT GENERAL
DOF-03	CONCRETE	DAVIS MORENO CONSTRUCTION	\$2,708,435.00	\$31,977.00	\$31,977.00	\$0.00	\$2,772,389.00	FG CONCRETE
DOF-04	STEEL FAB	FOUR C'S CONSTRUCTION	\$3,864,465.00	\$99,105.00	\$101,305.00	\$0.00	\$4,064,875.00	MEYERS CONSTRUCTION INC
DOF-05	CASEWORK	EMERZIAN WOODWORKING, INC	\$275,160.00	\$0.00	\$0.00	\$131,760.00	\$406,920.00	NONE
DOF-05	CASEWORK	FREMONT MILLWORK CO	\$291,175.00	\$0.00	\$9,265.00	\$155,820.00	\$456,260.00	CABINET BROKERS INSTALLATION, VSS COUNTERTOPS
DOF-05	CASEWORK	TMR EXECUTIVE INTERIORS, INC.	\$200,091.00	\$0.00	\$10,103.00	\$282,454.00	\$492,648.00	NEW GENERATION
DOF-06	FRAMING DRYWALL	JACKSON YOUNG DRY WALL INC	\$1,148,000.00	\$0.00	\$25,000.00	\$0.00	\$1,173,000.00	NONE
DOF-06	FRAMING DRYWALL	KARSYN CONSTRUCTION INC	\$1,330,000.00	\$6,500.00	\$30,000.00	\$5,500.00	\$1,372,000.00	ALCAL
DOF-06	FRAMING DRYWALL	BRUCE K HALL CONSTRUCTION INC	\$1,369,767.00	\$14,000.00	\$23,000.00	\$3,000.00	\$1,409,767.00	PCI
DOF-07	GLASS / STOREFRONT	CLOVIS GLASS COMPANY INC	\$175,896.00	\$0.00	\$830.00	\$0.00	\$176,726.00	NONE
DOF-07	GLASS / STOREFRONT	AMERICAN WINDOW AND DOOR SYSTEMS, INC.	\$188,000.00	\$0.00	\$2,000.00	\$0.00	\$190,000.00	NONE

BID 3001- DISTRICT CAMPUS PHASE 2		11/21/2024						
PKG#	DESCRIPTION	CONTRACTOR	Base Bid	Alt#1	Alt#2	Alt#3	TOTAL	SUBCONTRACTORS
DOF-08	ACCOUSTICAL	ACOUSTIC SOLUTIONS INC	\$248,000.00	\$0.00	\$12,800.00	\$0.00	\$260,800.00	NONE
DOF-08	ACCOUSTICAL	WESTERN BUILDING MATERIALS CO	\$324,800.00	\$1,200.00	\$10,600.00	\$0.00	\$336,600.00	NONE
DOF-09	PAINTING	WM B SALEH CO	\$112,380.00	\$3,800.00	\$3,800.00	\$0.00	\$119,980.00	NONE
DOF-09	PAINTING	RO'S PRECISE	\$184,222.00	\$8,770.00	\$12,875.00	\$0.00	\$205,867.00	NONE
DOF-09	PAINTING	TARLTON AND SON INC	\$266,777.00	\$6,100.00	\$5,200.00	\$0.00	\$278,077.00	NONE
DOF-09	PAINTING	PRIMAL PAINT INC	\$280,000.00	\$0.00	\$0.00	\$0.00	\$280,000.00	NONE
DOF-10	GENERAL SPEC	ARDENT GENERAL	\$1,461,874.00	\$20,003.00	\$30,119.00	\$0.00	\$1,511,996.00	DORFMEIER MASONRY, COAST BUILDING, AMERICAN WINDOW, BROWNS DOCK AND DOOR, INC, VISALIA CERAMIC, DFS, SIGNS OF SUCCESS, SHELCO, OTIS ELEVATOR, ACE FENCING
DOF-10	GENERAL SPEC	BETTER ENTERPRISES INC	\$1,599,300.00	\$21,925.00	\$30,900.00	\$0.00	\$1,652,125.00	TK ELEVATOR, SHELCO, BETTER FLOORING INC., DORMEIER MASONRY, BROWNS DOCK & DOOR, ALCAL, VALLEY FENCE CO, KC&S CONSTRUCTION
DOF-10	GENERAL SPEC	RAKKAR DEVELOPMENT & CONSTRUCTION	\$1,698,000.00	\$28,000.00	\$42,000.00	\$0.00	\$1,768,000.00	AMERICAN WINDOW, VALLEY FENCE CO, MICHAEL SURFICE SOLUTIONS, INC, VISALIA CERAMIC TILES, COAST BUILDING, DORMEIER MASONRY, SIGNS OF SUCCESS, SHELCO, OTIS ELEVATOR, BROWNS DOCK AND DOOR, INC
DOF-10	GENERAL SPEC	BMV CONSTRUCTION GROUP, INC	\$1,758,000.00	\$20,000.00	\$30,000.00	\$0.00	\$1,808,000.00	DORFMEIER MASONRY, CA BUILDING PRODUCTS, BROWNS DOCK & DOOR, VISALIA CERAMIC TILE, DFS FLOORING, SHELCO, TK ELEVATOR, CRANE TECH, VALLEY FENCE
DOF-10	GENERAL SPEC	GC BUILDERS- BID WITHDRAWN CLERICAL ERROR						BID WITHDRAWN CLERICAL ERROR
DOF-11	FIRE SPRINKLERS	JERICO FIRE PROTECTION COMPANY INC	\$187,000.00	\$3,000.00	\$3,000.00	\$0.00	\$193,000.00	NONE
DOF-11	FIRE SPRINKLERS	FIRE SYSTEM SOLUTIONS INC	\$214,200.00	\$4,350.00	\$4,700.00	\$0.00	\$223,250.00	NONE
DOF-11	FIRE SPRINKLERS	PRESIDENTIAL FIRE PROTECTION, INC	\$261,200.00	\$4,800.00	\$3,600.00	\$0.00	\$269,600.00	NONE
DOF-12	PLUMBING	AMERICAN INCORPORATED	\$884,457.00	\$16,554.00	\$37,407.00	\$0.00	\$ 938,418.00	NONE
DOF-12	PLUMBING	TODD COMPANIES	\$957,975.00	\$15,000.00	\$33,000.00	\$0.00	\$1,005,975.00	NONE
DOF-12	PLUMBING	STRATEGIC MECHANICAL	\$1,169,686.00	\$19,673.00	\$50,095.00	\$0.00	\$1,239,454.00	PERFORMANCE CONTRACTING
DOF-12	PLUMBING	HPS MECHANICAL	\$1,264,424.00	\$23,483.00	\$53,797.00	\$0.00	\$1,341,704.00	KARCHER INSULATION
DOF-13	MECHANICAL	AMERICAN INCORPORATED	\$1,528,219.00	\$34,475.00	\$52,775.00	\$0.00	\$1,615,469.00	AIR CONTROL SERVICES, LPC AUTOMATION
DOF-13	MECHANICAL	J BOONE MECHANICAL INC	\$1,788,500.00	\$45,700.00	\$58,900.00	\$0.00	\$1,893,100.00	LPC AUTOMATION INC, HARTMANAIRE, PCI, QUALITY MECHANICAL
DOF-13	MECHANICAL	STRATEGIC MECHANICAL INC	\$1,860,000.00	\$39,640.00	\$60,000.00	\$0.00	\$1,959,640.00	LPC AUTOMATION INC, AIR CONTROL BALANCING, PERFORMANCE CONTRACTING
DOF-13	MECHANICAL	MODERN AIR MECHANICAL	\$2,007,790.00	\$49,865.00	\$79,320.00	\$0.00	\$2,136,975.00	PERFORMANCE CONTRACTING INC, NATIONAL AIR BALANCE COMPANY, INC, LPC AUTOMATION INC
DOF-14	ELECTRICAL	HOWE ELECTRIC CONSTRUCTION INC	\$3,650,000.00	\$27,000.00	\$36,000.00	\$0.00	\$3,713,000.00	EKC ENTERPRISES INC, POWER SYSTEMS TESTING CO
DOF-14	ELECTRICAL	WILD ELECTRIC	\$3,705,000.00	\$36,450.00	\$47,155.00	\$0.00	\$3,788,605.00	MAGNETAR INC, POWER SYSTEMS TESTING
DOF-14	ELECTRICAL	VALLEY UNIQUE ELECTRIC INC	\$3,975,647.00	\$4,800.00	\$7,500.00	\$0.00	\$3,987,947.00	EKC ENTERPRISES INC
DOF-14	ELECTRICAL	AMERICAN INCORPORATED	\$3,976,150.00	\$36,270.00	\$44,880.00	\$0.00	\$4,057,300.00	EKC ENTERPRISES INC, POWER SYSTEMS TESTING CO
DOF-14	ELECTRICAL	AC ELECTRIC COMPANY	\$4,113,900.00	\$32,700.00	\$52,400.00	\$0.00	\$4,199,000.00	MAGNETAR INC, POWER SYSTEMS TESTING
DOF-15	LANDSCAPE	SUNSET LANDSCAPES, INC	\$264,900.00	\$0.00	\$0.00	\$0.00	\$264,900.00	NONE
DOF-15	LANDSCAPE	ELITE LANDSCAPING CONSTRUCTION INC	\$274,800.00	\$0.00	\$0.00	\$0.00	\$274,800.00	NONE
DOF-15	LANDSCAPE	WESTSCAPES INC	\$306,320.00	\$0.00	\$0.00	\$0.00	\$306,320.00	NONE
DOF-15	LANDSCAPE	TOUCH OF GREEN	\$307,399.00	\$0.00	\$0.00	\$0.00	\$307,399.00	NONE
DOF-15	LANDSCAPE	CALIFORNIA TURF & LANDSCAPING	\$324,786.00	\$0.00	\$0.00	\$0.00	\$324,786.00	NONE
DOF-15	LANDSCAPE	MARINA LANDSCAPE INC	\$343,800.00	\$0.00	\$0.00	\$0.00	\$343,800.00	NONE
	<b>Totals</b>		<b>\$17,280,846.00</b>	<b>\$249,297.00</b>	<b>\$348,045.00</b>	<b>\$131,760.00</b>	<b>\$18,009,948.00</b>	

## CUSD Board Agenda Item

Agenda Item: Q 1

**Title:** Annual Financial Audit Report - June 30, 2024

---

**CONTACT:** Michael Johnston

**FOR INFORMATION:** December 13, 2024

**FOR ACTION:** January 15, 2025

---

**RECOMMENDATION:**

Approve the annual Financial Audit Report for June 30, 2024, as submitted.

**DISCUSSION:**

Each year, the District is required to have an independent audit of its financial records. The June 30, 2024, financial audit has been drafted by Eide Bailly LLP with no findings and no corrective actions needed. A copy of the final auditor's report will be given to members of the Board with their materials for the January 15, 2025, Governing Board meeting.

**FISCAL IMPACT:**

No fiscal impact.

**REVISIONS:**

---

**ATTACHMENTS:**

**Description**

**Upload Date**



## CUSD Board Agenda Item

**Agenda Item: Q 2**

**Title:** Annual Authorization of Signatures – Check and Payroll Registers

---

**CONTACT:** Michael Johnston

**FOR INFORMATION:** December 13, 2024

**FOR ACTION:** January 15, 2025

---

**RECOMMENDATION:**

Authorize the Superintendent, Associate Superintendent of Administrative Services, and Assistant Superintendent of Business Services to continue approving and signing check registers and payroll registers, and authorize the Assistant Superintendent of Business Services to receive all District financial mail.

**DISCUSSION:**

Board Policy No. 3314 identifies the Superintendent, Associate Superintendent of Administrative Services, and Assistant Superintendent of Business Services as authorized signers for check and payroll registers. California Education Code section 42633 requires that the Governing Board approve said signers.

**FISCAL IMPACT:**

No fiscal impact.

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

**Upload Date**

## CUSD Board Agenda Item

Agenda Item: Q 3

**Title:** Annual Deferred Maintenance Program for 2025-26

---

**CONTACT:** Michael Johnston

**FOR INFORMATION:** December 13, 2024

**FOR ACTION:** January 15, 2025

---

**RECOMMENDATION:**

Approve the 2025-26 Annual Deferred Maintenance Program and authorize the Superintendent or designee to call for bids for the projects, as submitted.

**DISCUSSION:**

Since the inception of the State Deferred Maintenance Program in 1979-80, the District has participated in the program, whereby local school districts and the State of California share equally in the cost of deferred maintenance projects.

The District is committed to maintaining high facility standards and will continue to contribute funds to the Deferred Maintenance Program in alignment with current State facility program guidelines. The contribution for the 2025-26 year is \$3,052,000.

District staff are requesting that the Governing Board approve the 2025-26 project list and authorize the Superintendent or designee to establish a bid schedule for the projects. All "B" list projects would be considered provided the "A" list projects are under the estimated costs.

**FISCAL IMPACT:**

To be included in the 2025-26 budget development process.

**REVISIONS:**

---

ATTACHMENTS:

**Description**

[2025-26DeferredMaintenance.pdf](#)

**Upload Date**

12-09-2024

CLOVIS UNIFIED SCHOOL DISTRICT  
 2025-2026 DEFERRED MAINTENANCE PROJECT SUMMARY

Budget \$ 3,100,000

	Site	Project Category	Project Description	Estimated Cost
"A" List	Clovis High	Roofing	Replace roof on north gym	\$ 500,000
	Clovis East	Flooring	Refinish west gym floor	\$ 70,000
	Clovis North	Painting	Paint exterior of A wing	\$ 500,000
	Clovis West	Flooring	Refinish east gym floor	\$ 70,000
	District wide	Carpet, bleachers, abatement	District wide carpet stock, bleacher repair and abatement	\$ 140,000
	Freedom	Paving	10% remove, Reconstruct and Patch play court/parking	\$ 150,000
	Fugman	Paving	20% remove, Reconstruct and Patch play court	\$ 100,000
	Jefferson	Painting	Exterior painting	\$ 110,000
	Lincoln	Paving	100% Remove and Replace play court	\$ 217,000
	Mt. View	Paving/Flooring	100% Remove & replace parking lot/ Carpet	\$ 400,000
	Oraze	Paving	10% remove, Reconstruct and Patch play court	\$ 75,000
	Riverview	Paving	100% Remove and Replace play court/ patch parking	\$ 200,000
	Tarpey	Paving	100% Remove and replace play court	\$ 200,000
	Weldon	Paving	10% remove, Reconstruct and Patch play court	\$ 60,000
				\$
				\$
				\$
			\$	
			\$	
			\$	
			\$	
			\$	
		Contingency	\$ 150,000	
		Inspection/Consultant	\$ 110,000	
		Total	\$ 3,052,000	
"B" List	Alta Sierra	Painting	Paint exterior	\$ 300,000
	Valley Oak	Roofing	Remove and replace roofing campus wide	\$ 700,000
				\$
			Contingency	\$ 50,000
			Inspection/Consultant	\$ 50,000
		Total	\$ 1,100,000	

**COMBINED TOTAL \$ 4,152,000**

**Title:** Secondary New Course of Study Proposals 2024-25

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**CONTACT:** Marc Hammack

**FOR INFORMATION:** December 13, 2024

**FOR ACTION:** January 15, 2025

---

**RECOMMENDATION:**

Authorize the Superintendent or designee to approve the New Course of Study Proposals for use in the District's intermediate and high schools for the 2025-26 school year, as submitted.

**DISCUSSION:**

The proposed New Courses of Study, by school, are as follows:

- Advanced Esports - Buchanan, Clovis East, Clovis High, Clovis North, Clovis West
- Agriculture Mechanics Exploration - Reyburn Intermediate School
- Agriculture Power Mechanics (CTE) - Clovis East High School
- AP Cybersecurity 1 (CTE) - Clovis North High School
- Cybersecurity 3-4 (CTE) - Clovis North High School
- Ethnic and Cultural Studies (Semester) - Buchanan, Clovis East, Clovis High, Clovis North, Clovis South, Clovis West, Community Day School, Gateway High School
- Everyday Essentials: Cooking and Life Skills (Year Long) - Alta Sierra Intermediate
- Health and Medical Wellness Honors (CTE) - Clovis East High School
- Introduction to Animal Science, Jr. High - Reyburn Intermediate School
- Introduction to Aviation/Aerospace Science (CTE) - Clovis South High School
- Introduction to Plant Science & Horticulture - Reyburn Intermediate School
- Sports Writing and Literature - Clovis East High School
- Wildlife Zoology - Center for Advanced Research and Technology (CART)

The recommended new course proposals have been evaluated by Clovis Unified administrators and will be provided to the Governing Board prior to the January 15, 2025, Board meeting.

**FISCAL IMPACT:**

**REVISIONS:**

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**ATTACHMENTS:**

**Description**

[AdvancedEsports.pdf](#)

**Upload Date**

11-21-2024

<a href="#">AgricultureMechanicsExploration.pdf</a>	11-21-2024
<a href="#">AgriculturePowerMechanics.pdf</a>	11-21-2024
<a href="#">Cybersecurity3-4.pdf</a>	11-21-2024
<a href="#">EthnicandCulturalStudies.pdf</a>	11-21-2024
<a href="#">EverydayEssentials-CookingandLifeSkills.pdf</a>	11-21-2024
<a href="#">HealthandMedicalWellnessHonors.pdf</a>	11-21-2024
<a href="#">IntroductiontoAnimalScienceJr.High.pdf</a>	11-21-2024
<a href="#">IntroductiontoAviation-AerospaceScience.pdf</a>	11-21-2024
<a href="#">IntroductiontoPlantScienceandHorticulture.pdf</a>	11-21-2024
<a href="#">SptsWritingandLiterature.pdf</a>	11-21-2024
<a href="#">WildlifeZoology.pdf</a>	11-21-2024
<a href="#">APCybersecurity1.pdf</a>	12-09-2024



**CLOVIS UNIFIED SCHOOL DISTRICT**  
**Corrine Folmer, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector?
- What is the name of the Pathway?

Is this a ROP course?       Yes       No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program?      Mayfair High School/Bellflower Unified School District

Course Title: <u>Advanced Esports</u>	
School(s): <u>Clovis West/Clovis East/Clovis High/Buchanan/Clovis North</u>	
Department: <u>CTE</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Haley Othart: <i>Haley Othart</i>
Learning Director	Shannon Trotter: <i>Shannon Trotter</i>
Principal	Jason James: <i>Jason James</i> <small>JASON JAMES (Oct 14, 2024 13:55 PDT)</small>
Area Assistant Superintendent	Kristen Belknap: <i>Kristen Belknap</i>
Assistant Superintendent, CI&A	Erin Waer: <i>Erin Waer</i>
Associate Superintendent	Marc Hammack: <i>Marc Hammack</i>

jj

# Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

**Choose:**

**Choose:**

**Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input checked="" type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input checked="" type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

## CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 9060**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Careers in Esports

## **Course Offered At (check all that apply):**

- |   |   |
|---|---|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input checked="" type="checkbox"/> Buchanan High School    |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School                 |
| <input type="checkbox"/> Granite Ridge Intermediate | <input checked="" type="checkbox"/> Clovis East High School |
| <input type="checkbox"/> Kastner Intermediate       | <input type="checkbox"/> Clovis North High School           |
| <input type="checkbox"/> Reyburn Intermediate       | <input checked="" type="checkbox"/> Clovis West High School |
|   | <input type="checkbox"/> Enterprise High School             |
|   | <input type="checkbox"/> Community Day School               |
|   | <input type="checkbox"/> Gateway High School                |
|   | <input type="checkbox"/> CART                               |
|   | <input type="checkbox"/> Clovis Online                      |

**Transcript Abbreviation – 17 Character Limit:** Careers Esports

**Length of Course:**     Yearlong             Semester

**What grade level(s) is this course designed? (Check all that apply)**

- 7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** Careers in Esports focuses on professional development in the world of Esports. Just as most jobs in traditional sports do not include playing the sport, Esports careers include several pathways that are integral to the success of the Esports industry. In this course, students will build a professional portfolio consisting of these important roles. The first semester of this course will teach students about the different career pathways identified by the Network of Academic and Scholastic Esports Federations. The second semester culminates in two projects where students host Esports events in their community. Students will assume the roles from first semester to put on a first-class production that engages students, business leaders, and corporate sponsors.



**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

**Unit 1 : Professional Portfolio:**

Entry level jobs are requiring more and more experience. By the time students are ready to enter the workforce, they must already have something to prove they are capable employees. At the beginning of the semester, students will create their own personal Google site to keep track of their work. At the conclusion of this unit, students will sit down for a “mock” interview in which they will describe their site, its contents, and what they hope to achieve with their site. Students will also be expected to complete an interview at the end of the school year with a complete portfolio.

**Assignment:** Student will create a portfolio through google sites. Their site must include a personal statement, resume, and various pages that will highlight their accomplishments and projects throughout the year. This unit will conclude with a short interview to describe their portfolio, who their target audience is, and how the portfolio would be accessed in an interview.

**Unit 2: Content Creators Pathway**

Just as the title explains, the first pathway students will explore is that of content creators. Students will assume the role of journalists, shoutcasters, videographers, and graphic designers to build the brand of their school. Content will be posted to social media sites and school webpages to spread awareness and information about the school Esports program. Part of creating content is also finding an audience for the content, so students will also focus on outreach efforts to expand the program on campus and in the community. Students will continue to create content throughout the semester and add to their portfolio as they go.

**Assignment:** Students will record themselves explaining their background in Esports. Questions that must be answered in the video are: “What was your first experience with video games? What does Esports mean to you? Why should people care about Esports?” Students will then use video editing to combine answers from their peers to create a “hype” video. The best video will be on the front page of the schools Esports website.

### Unit 3: Entrepreneurs Pathway

Students will explore careers under the entrepreneurial umbrella of Esports including business developer, marketing, web developer, and accounting & logistics. After developing a business pitch, students will be assigned to obtain sponsorships. Within this pitch, students must be able to incentivize businesses at different sponsorship levels, explain how donating would benefit the business, and design benefits for companies that participate. Students must explain how sponsorship money will be spent. They will also study business ethics in this unit.

**Assignment:** Students must create a 10 minute presentation that persuades people to invest in their Esports event. Within this presentation, students must find a way to engage their audience in an activity, describe their idea for the event they are hosting, create an expected attendance and revenue stream, and include various other specifics that businesses need to determine their investment. The audience will also play the part of the business, evaluating their peers from the businesses standpoint and looking for certain criteria for success such as engagement, clear plan, confidence, and return on investment.

### Unit 4: Strategist Pathway

In the Strategist Pathway, students will explore careers that concern the performance of an Esports team. These careers include Coach, Theory Crafter, Statistician, and Analyst. All four careers must work cohesively to provide the best possible training and performance during match day. Students will cycle through these careers throughout the unit, building an understanding of the importance of leadership outside the game. This unit also reinforces the idea that practice does not make perfect, but that perfect practice makes perfect. For future educators, this unit emphasizes the importance of a learning objective and demonstrative outcomes to measure success.

**Assignment:** Students will be tasked with designing a two-hour practice session. Within this session, students must include a warm-up that is brief but effective in concentrating player attention and hand-eye coordination. After the warm-up, the students must describe the practice within the context of their chosen game (one of the CIF designated games.) The practice must end with a team review to determine how well the learning outcomes were met.

## Unit 5: Organizer's Pathway

In the organizer's pathway, students will learn about the roles that encompass the actual creation of an Esports event. Throughout this unit, students will learn about the roles of Community manager, IT technician, Event Organizer, and Stream Team. The community manager reaches out to the community to handle the big details of the event, such as location, funding, prizing, equipment, and various other items. The IT technician is responsible for making sure that the games can be played with the available technology given to us and the stream team can properly broadcast. Event organizers include the Day of Staff, responsible for the timings of the events, setup, takedown, spectator areas, team areas, opening and closing ceremonies, and more. The Stream Team includes everyone involved in the broadcast, not only the people speaking on stream, but the "camera" workers in the game, the lighting, stream manager, and video editor for after the conclusion of the event.

**Assignment:** Acting as community managers, students will develop plans for an event off campus. Within their plans, the students must include location, power draw, permits that must be pulled, internet feasibility, and vendor space. Within their plans, students must include the appropriate phone numbers and email addresses for the appropriate organization for each part of their event.

**Unit 6: On-campus event (Project)** – Students will be tasked with organizing, producing, and broadcasting an event on their home campus. The event can be held during the school day "lunch" over multiple days, or in one big event outside of school hours. Students will utilize the various methods of campus outreach such as the leadership class, social media, and announcements to encourage enrollment in the event. There must be an element of prestige for the event, including but not limited to live broadcast for important parts, special decorations or performances for highlighted events, and prizing. Students are encouraged to engage multiple facets of their school to highlight the effectiveness of Esports as a unifying activity on campus.

**Assignment:** Students will create an Esports event on campus. They must complete and submit the appropriate paperwork to get the event approved. They will also create responsibilities for each member of the class to make the event run smoothly, including stream team, IT, snack bar, etc.

## Unit 7: Off campus event: Project

The course culminates in the production of an off-campus event in which students host a tournament in the game(s) of their choosing. Students are in charge of securing a location, obtaining the necessary permits, finding vendors (both food and merchandise, and preparing equipment for the event. They must also find an appropriate date to maximize attendance and will utilize various aspects of social media to market the event. The students are responsible for dividing the work of the “jobs” fairly amongst themselves. They must also determine the most appropriate tournament format to fit within a day for each title they offer at their event.

**Assignment:** Students will be given a list of dates from which to select their off-campus event. Students must then develop a pros and cons list of each date. Considerations must include outside events such as concerts, school dances, finals, holidays, and other outside factors. Students will then submit a “recommended date” with reasons for their selection and why other dates should be avoided.

## Unit 8: The Interview

The culminating unit in Advanced Esports looks at the career availability in the industry. Students will examine a multitude of careers from various gaming companies and see how their portfolio aligns with the job descriptions. During this unit, students will see what educational background is necessary to meet minimum qualifications listed by the company. Students will then undergo mock interviews with a combination of staff members at their school and community members who volunteer their time. Within the interview, students will need to explain the position they are applying for and reference their portfolio as evidence that they are a good candidate for the position.

**Assignment:** Students will be given a list of gaming companies such as Valve, Riot, Blizzard, and Epic. They will then locate the “careers” tab to view open positions within those companies. Students will then compare the required qualifications between these companies for similar positions. Within this assignment, at least one job viewed must require some kind of post-secondary education. Students will then be tasked with finding institutions that offer degree’s that are required by this employer and compare the institutions by tuition, housing, and proximity to major employers.

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Network of Academic and Scholastic Esports Federations (NASEF)

Edition:

Publication Date: 2024

Publisher: World Wide Scholastic Esports Foundation.

Author(s): Various

URL Resources: Curriculum

Website URL: <http://www.nasef.org/curriculum/>

Usage:

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

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Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

**\*This section to be completed by Stephanie Frazier**

1. **Content Area Subcategory Code:**  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
  
2. **Course Section Instructional Level:**  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
  
3. **Content Standards Alignment Code:**
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
  
4. **Course Non-Standard Instructional Level:**  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
  
5. **If CTE, please determine the following:**
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N



## Instruction Page

### Instructions for New Courses Being Submitted to UC for "a-g" Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Stephanie Frazier in the Curriculum & Instruction Department at Extension 70605 or at [stephaniefrazier@cusd.com](mailto:stephaniefrazier@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on "Submit a New Course"
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Stephanie Frazier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the courses is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Primary Phase: February 1 - June 30**

- New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.
- The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

**Supplementary Phase: August 1 - August 31**

- New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.
- Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Course Management Month: July 1 - July 31**

- Courses eligible for auto approval may be submitted to UC.
- Eligible courses include adaptations of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.
- Course listed to such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.
- All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.



**CLOVIS UNIFIED SCHOOL DISTRICT**  
 Corrine Folmer, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Agriculture and Natural Resources
- What is the name of the Pathway? Agriculture Engineering

Is this a ROP course?       Yes       No






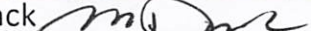
- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program?

Course Title: <u>Agriculture Mechanics Exploration</u>	
School(s): <u>Reyburn Intermediate School</u>	
Department: <u>Agriculture</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Jennifer Knight 
Learning Director	Daniel Bravo 
Principal	Ryan Eisele 
Area Assistant Superintendent	Jennifer Thomas 
Assistant Superintendent, CI&A	Erin Waer 
Associate Superintendent	Marc Hammack 

# Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input checked="" type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input checked="" type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 9400**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Agriculture Mechanics Exploration

### **Course Offered At (check all that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Alta Sierra Intermediate        | <input type="checkbox"/> Buchanan High School     |
| <input type="checkbox"/> Clark Intermediate              | <input type="checkbox"/> Clovis High School       |
| <input type="checkbox"/> Granite Ridge Intermediate      | <input type="checkbox"/> Clovis East High School  |
| <input type="checkbox"/> Kastner Intermediate            | <input type="checkbox"/> Clovis North High School |
| <input checked="" type="checkbox"/> Reyburn Intermediate | <input type="checkbox"/> Clovis West High School  |
|  | <input type="checkbox"/> Enterprise High School   |
|  | <input type="checkbox"/> Community Day School     |
|  | <input type="checkbox"/> Gateway High School      |
|  | <input type="checkbox"/> CART                     |
|  | <input type="checkbox"/> Clovis Online            |

### **Transcript Abbreviation – 17 Character Limit:**

**Length of Course:**     Yearlong         Semester

### **What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (3-5 sentences) of the course's content: This information will be used in the course description booklet.*

**Course Description:** This 8<sup>th</sup> grade year-long course explores the topics of Agriculture Mechanics fundamentals through hands-on lessons and lab activities. A mixture of classroom instruction, lab demonstrations, on-farm activities and shop activities will be used to help students gain knowledge and skills. Students will learn about and utilize hand and power tools to complete Agriculture Mechanics projects while developing knowledge of the fundamental topics.

**Prerequisites:**        7<sup>th</sup> Grade Exploratory Ag Mechanics recommended

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

**Unit 1: SAFETY**

This unit emphasizes the critical importance of safety in agricultural mechanics environments. Students will undergo a comprehensive shop orientation that covers essential procedures and personal safety practices designed to minimize hazards. Topics will include recognizing potential risks on the farm and implementing strategies to reduce accidents. Emphasis will be placed on developing a safety-first mindset, ensuring that all students can contribute to a safe working environment. By the end of the unit, students will be well-versed in safety protocols and prepared to identify and manage risks effectively.

Students will create safety posters to be posted for the year dedicated to specific machines or areas of the shop after studying the safety training they have received. They will be able to utilize their knowledge to pass a safety test and verbally explain the safety procedures for areas upon questioning.

**Unit 2: MEASUREMENT AND MECHANIC'S MATH**

In this unit, students will master fundamental measuring techniques, focusing on reading rulers in inches and fractions, specifically 1/16th of an inch. Practical applications will be emphasized as they engage in real-world projects, applying their measuring skills to calculate material quantities and associated costs. Through hands-on activities, students will develop confidence in their mathematical abilities and their relevance to agricultural mechanics. Additionally, they will learn how precise measurements can impact project success and efficiency, setting a solid foundation for future technical tasks.

Students will be able to create a bill of materials for one or more of the projects which they will complete during the year as well as create an estimate of the costs for the project. They will be able to use this assignment to begin their SAE projects and create projects for sale at a profit.

**Unit 3: ELEMENTARY SURVEYING AND LAND MEASUREMENT**

Students will explore the principles of land measurement, including the meridian system, townships, and sections of land. They will learn to break down land sections and describe properties using acres, enhancing their understanding of land surveying. The unit will cover practical techniques such as pacing and the use of various land measurement tools, fostering hands-on skills. Additionally, students will learn about elevation and leveling, important concepts for effective land management and agricultural planning. By the end of the unit, they will be equipped with the skills needed for accurate land assessments.

Students will create a theoretical farm layout for their ideal small farm after analyzing available land in the local area. They will allocate specific quantities of the farm to different types of operations and be able to give the legal description as well as the quantifiable measurement data to those areas.

#### Unit 4: ROPEWORK AND SECURING LOADS

This unit focuses on the various types of ropes, cables, chains, and straps utilized for securing loads safely. Students will learn to identify and tie specific knots suited for different applications, enhancing their practical skills in load securing. The curriculum will emphasize the importance of proper techniques for safety and efficiency, particularly in agricultural contexts where securing loads is crucial. Through hands-on practice, students will gain the confidence to apply these skills in real-world scenarios, ensuring they can effectively manage equipment and materials.

Students will be able to correctly and safely secure loads in a variety of applications including trailers, truck beds, flat beds, and for lifting. They will demonstrate their knowledge and skill in real world scenarios during this unit.

#### Unit 5: FASTENERS AND HARDWARE

In this unit, students will gain a comprehensive understanding of different types of fasteners and hardware, learning to identify them visually and physically. They will explore the specific applications of each type, gaining insight into how fasteners contribute to structural integrity in agricultural projects. The unit will also cover the tools and equipment required for installing various fasteners, providing students with practical, hands-on experience. By the end of the unit, students will be well-prepared to select and utilize the appropriate fasteners for their projects, enhancing their technical skills in agricultural mechanics.

Students will choose fasteners specific to given project requirements, then the tools/equipment needed to install them. They will create a demonstration board for fastener use that showcases their skills while being able to explain to a newcomer the type and use for each on their board.

#### Unit 6: LUMBER AND WOOD PRODUCTS

This unit delves into the significance of lumber as an agricultural product, exploring tree growth, harvesting, and sustainable management practices. Students will learn about different wood products derived from trees, including engineered wood products, and understand their applications in construction and agriculture. The unit will cover lumber measurements and types, helping students develop skills in selecting the right materials for their projects. Additionally, discussions on sustainable practices will emphasize the importance of responsible resource management. By the end, students will appreciate the role of lumber and wood products in agricultural mechanics.

Students will choose lumber or wood products to fit the needs of a specific project as well as be able to explain their choice. They will demonstrate their understanding of lumber and wood products through a selection exercise and verbally explain their selections.

## Unit 7: POWER TOOLS AND EQUIPMENT USE

Students will be introduced to a variety of power tools commonly used in agricultural mechanics. This unit will emphasize safety protocols, proper tool operation, and maintenance practices to ensure a safe working environment. Through hands-on demonstrations and practice, students will learn how to select and utilize power equipment effectively for various tasks. Understanding the capabilities and limitations of each tool will enhance their confidence and efficiency in completing projects. By the end of the unit, students will be proficient in using power tools safely and effectively for basic projects.

Students will create a “SOP” manual for a designated machine using industry recognized procedures. They will present to the class the proper operation, use, and safety for their designated power tool or equipment and create a printable that can stay with that machine for other students to see/read throughout the year.

## Unit 8: BASIC WOODWORKING

In this unit, students will gain foundational skills in woodworking, focusing on layout tools and procedures essential for successful projects. Hands-on labs will allow students to select, cut, and shape wood, reinforcing their understanding of basic techniques. They will also learn about fastening and finishing wood products, which are crucial for achieving high-quality results. Throughout the unit, emphasis will be placed on safety and precision, ensuring that students develop good habits from the outset. By the end, they will have a portfolio of completed projects showcasing their woodworking skills.

Students will create small to moderate woodworking projects utilizing their prior knowledge of lumber, power tools, equipment, and fasteners. They will combine their knowledge and skills to create aesthetically pleasing projects that have function and value. Some examples of woodworking projects that are appropriate for this level are birdhouses, planter boxes, footstools, and shelves.

## Unit 9: CAREERS IN AGRICULTURE MECHANICS

This unit provides an overview of various career opportunities within the field of agricultural mechanics. Students will explore different job roles, required qualifications, and essential skills for success in the industry. Guest speakers and field trips may be included to offer real-world insights into the profession. Additionally, discussions will cover pathways for further education and professional development, encouraging students to consider their future careers. By the end of the unit, students will have a clear understanding of the diverse possibilities available in agricultural mechanics.

Students will create and present a career plan within Agriculture mechanics. They will include the required training, education, and stepstones towards mastery for this career. They will be able to articulate why they have chosen this Agriculture Mechanics Career and what the average pay, benefits, and opportunities for advancement are verbally.

## Unit 10: METALS – TYPES AND SHAPES

Students will learn to identify various types of metals, their properties, and shapes, understanding their specific applications in agricultural contexts. This unit will cover the characteristics of different metals and how to select the appropriate material for specific tasks. Through hands-on activities, students will develop skills in working with metals, preparing them for future projects that require metal components. Emphasis will be placed on the importance of quality and durability in agricultural applications. By the end of the unit, students will feel confident in their knowledge of metals and their uses.

Students will create a metals “sample board” and present their samples in a sales pitch. They will describe the benefits of the metals they have chosen based on their strengths and weaknesses both in type and structural shape for various project examples.

## Unit 11: COLD METAL

Focusing on hand tools, fasteners, and hardware used in cold metal applications, this unit will introduce students to layout tools and procedures specific to metalworking. Students will engage in lab activities that include marking, bending, and fastening metal, developing practical skills necessary for working with various metal projects. Safety practices will be emphasized to ensure a secure working environment during hands-on activities. By the end of the unit, students will have acquired essential skills for metalworking, preparing them for real-world applications in agricultural mechanics.

Students will create a small cold-metal project utilizing their skills and knowledge in both design and production. The types of projects commonly utilized in this unit include metal “parts” baskets with handles, small tools entirely made by hand utilizing drills, sanders, files, and fasteners.

## Unit 12: FUNDAMENTALS OF ELECTRICITY

In this unit, students will delve into the basic concepts of electricity, focusing on atoms, electrons, amps, volts, watts, and ohms. They will learn how these concepts interrelate within electrical circuits and systems, particularly in direct current (DC) applications relevant to agriculture. The curriculum will include practical demonstrations and problem-solving exercises, enhancing students’ understanding of electrical principles. By the end of the unit, students will have a foundational knowledge of electrical systems, preparing them for more advanced studies in agricultural mechanics and technology.

Students will analyze circuits, measure voltage, calculate wattage, and connect electrical circuits using diagrams. They will be able to read industry standard symbols and interpret the diagrams to create the specified circuits.

## Unit 13: FFA AND LEADERSHIP

This unit will explore the Future Farmers of America (FFA) and its role in developing leadership skills among students. Participants will engage in various FFA activities, learning about teamwork, community service, and personal development. The unit will highlight the significance of leadership



in agriculture and its impact on communities and industries. Students will also have opportunities to develop their leadership styles and participate in projects that foster responsibility and initiative. By the end of the unit, students will understand how FFA can shape their future careers in agriculture.

Students will participate in 3 or more FFA activities and leadership events each semester. They will gain experience, interpersonal skills, and knowledge of the operation of the FFA.

#### **Unit 14: RECORDKEEPING – SYSTEMS AND PROCEDURES**

Students will learn the importance of effective recordkeeping in agricultural mechanics, focusing on various systems and procedures necessary for maintaining accurate records. This unit will cover financial documentation, project tracking, and equipment management, emphasizing the role of recordkeeping in successful operations. Practical exercises will allow students to implement these systems in real-world scenarios, reinforcing their understanding of organization and accountability. By the end of the unit, students will appreciate the value of precise recordkeeping and be equipped with the skills to manage information effectively in agricultural contexts.

Students will keep records of their projects, including costs, potential revenue from sales, time spent, skills learned, standards met, and how to properly photograph a project from start to finish. They will showcase their favorite project in a presentation.

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Agriculture Mechanics: Fundamentals and Applications

Edition: 7

Publication Date: 2015

Publisher: Cengage

Author(s): Ray V. Herren

URL Resources:

Website URL: <https://faculty.cengage.com/titles/9781285058955>

Usage:

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

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Edition:

Publication Date:

Publisher:

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Website URL:  
Usage:

Primary Text Read in entirety or near entirety

**\*This section to be completed by Stephanie Frazier**

1. Content Area Subcategory Code:  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
2. Course Section Instructional Level:  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
3. Content Standards Alignment Code:
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
4. Course Non-Standard Instructional Level:  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
5. If CTE, please determine the following:
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for "a-g" Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Stephanie Frazier in the Curriculum & Instruction Department at Extension 70605 or at [stephaniefrazier@cusd.com](mailto:stephaniefrazier@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on "Submit a New Course"
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Stephanie Frazier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the courses is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Primary Phase: February 1 - June 30**

- New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.
- The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

**Supplementary Phase: August 1 - August 31**

- New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.
- Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Course Management Month: July 1 - July 31**

- Courses eligible for auto approval may be submitted to UC.
- Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.
- Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.
- All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.



**CLOVIS UNIFIED SCHOOL DISTRICT**  
 Corrine Folmer, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Agriculture and Natural Resources
- What is the name of the Pathway? Agriculture Engineering

Is this a ROP course?       Yes       No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program? Sanger Unified

Course Title: <u>Agriculture Power Mechanics</u>	
School(s): <u>Clovis East High School</u>	
Department: <u>Agriculture</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Jennifer Knight
Learning Director	Daniel Bravo
Principal	Ryan Eisele
Area Assistant Superintendent	Jennifer Thomas
Assistant Superintendent, CI&A	Erin Waer
Associate Superintendent	Marc Hammack

## Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

Choose:	Choose:	Choose:
<b>Department Codes – 1<sup>st</sup> Digit</b>	<b>CUSD Graduation Req – 2<sup>nd</sup> Digit</b>	<b>College Entrance – 3<sup>rd</sup> Digit</b>
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input checked="" type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input checked="" type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

### Course Code 7121



# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Agriculture Mechanics Exploration

### **Course Offered At (check all that apply):**

- |   |   |
|---|---|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input type="checkbox"/> Buchanan High School               |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School                 |
| <input type="checkbox"/> Granite Ridge Intermediate | <input checked="" type="checkbox"/> Clovis East High School |
| <input type="checkbox"/> Kastner Intermediate       | <input type="checkbox"/> Clovis North High School           |
| <input type="checkbox"/> Reyburn Intermediate       | <input type="checkbox"/> Clovis West High School            |
|   | <input type="checkbox"/> Enterprise High School             |
|   | <input type="checkbox"/> Community Day School               |
|   | <input type="checkbox"/> Gateway High School                |
|   | <input type="checkbox"/> CART                               |
|   | <input type="checkbox"/> Clovis Online                      |

### **Transcript Abbreviation – 17 Character Limit:**

**Length of Course:**     Yearlong             Semester

### **What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** This concentrator level Agriculture Mechanics course takes a deeper look into the concepts of power transmission systems in Agriculture. Electrical, Hydraulic, Gear, Belt and Pulley, and Chain systems will be studied as well as the power sources that may drive them. Electric motor, small gas engine and diesel engine theory and concepts are investigated as well as the maintenance and troubleshooting of Agricultural Equipment utilizing these systems.

**Prerequisites:** Ag Engineering 1 "C" or better required, Ag Engineering 2 recommended.

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

**Unit 1: SAFETY**

This unit emphasizes the critical importance of safety in agricultural mechanics. Students will undergo a thorough shop orientation that covers essential procedures and personal safety practices designed to minimize hazards. They will learn to identify potential risks in the agricultural mechanics shop and on the farm, developing strategies to reduce accidents and injuries. The curriculum will cover the proper use of personal protective equipment (PPE) and emergency response procedures. Additionally, students will engage in discussions about creating a culture of safety and developing safe working practices. By the end of the unit, students will be equipped to prioritize safety in all their activities.

Students will create presentations on the safety concerns and required PPE for specified areas of Power Mechanics after studying the safety training they have received. They will be able to utilize their knowledge to pass a safety test and verbally explain the safety procedures for areas upon questioning.

**Unit 2: PRECISION MEASUREMENT AND MECHANIC'S MATH**

In this unit, students will learn how to read and use precision measuring tools, including calipers and micrometers. They will apply these measuring skills to various components such as shafts, cylinders, belts, and bearings, reinforcing the importance of accuracy in mechanical work. The curriculum will include practical exercises that highlight the significance of precise measurements in ensuring proper fit and function in agricultural machinery. Students will also explore basic mechanic's math concepts to support their measurement activities. By the end of the unit, they will have developed confidence in using precision tools and applying mathematical principles to real-world scenarios.

Students will be able to complete a lab to determine if parts were within specifications to tolerances within .010". They will be able to measure and identify replacement O-Rings and seals using their skills.

**Unit 3: MULTIMETER USE**

This unit introduces students to the use of multimeters, essential tools for measuring electrical values in agricultural mechanics. Students will learn how to read voltage, current, and resistance, gaining a comprehensive understanding of electrical circuits. The curriculum will cover various types of multimeters and their functions, as well as best practices for safe use. Through hands-on activities, students will practice taking measurements and diagnosing electrical issues in agricultural

equipment. By the end of the unit, students will be proficient in using multimeters to troubleshoot electrical problems effectively.

Students will complete lab assignments to test faulty circuits using their Multimeter skills and determine the problems within the circuits including shorts, opens, high resistance, low voltage, and other problems.

#### Unit 4: DC ELECTRIC MOTORS

In this unit, students will explore the principles of direct current (DC) electric motors, which are commonly used in agricultural applications. They will learn about motor components, operation, and how to select the appropriate motor for specific tasks. The curriculum will include hands-on activities where students will assemble and disassemble DC motors, enhancing their understanding of how these devices work. Students will also investigate common problems associated with DC motors and methods for troubleshooting and repair. By the end of the unit, they will have a solid foundation in DC motor technology and its applications in agriculture.

Students will identify DC motors and their components, recognize defects or problems, and recommend in writing parts or procedures for the proper repairs. During this unit they will be able to wire, connect, operate, and repair DC motor systems.

#### Unit 5: AC ELECTRIC MOTORS

This unit focuses on alternating current (AC) electric motors, which are widely used in agricultural machinery. Students will learn about the differences between AC and DC motors, including their construction, operation, and efficiency. The curriculum will cover key concepts such as induction motors, synchronous motors, and their respective applications in agricultural settings. Hands-on labs will provide opportunities for students to interact with AC motors, including installation, troubleshooting, and maintenance. By the end of the unit, students will understand the critical role of AC motors in agricultural operations and be able to apply their knowledge to real-world situations.

Students will identify AC motors and their components, recognize defects or problems, and recommend in writing parts or procedures for the proper repairs. During this unit they will be able to wire, connect, operate, and repair AC motor systems or their components.

#### Unit 6: ELECTRICAL CONTROL SYSTEMS

In this unit, students will delve into electrical control systems, which are essential for automating agricultural machinery. They will learn about components such as relays, contactors, and timers, and how they interact within control circuits. The curriculum will include practical exercises that demonstrate how to design and implement simple control systems for various agricultural applications. Students will explore the importance of control systems in enhancing efficiency and safety in operations. By the end of the unit, students will be able to design basic electrical control systems and understand their significance in modern agriculture.

Students will create a wired system that operates using relays, start-hold systems, limit switches, emergency stops, and indicator lights. They will be able to troubleshoot “bugs” introduced into their systems and verbally articulate the required repairs, then complete them.

#### Unit 7: PLC AND LOGIC CONTROLLERS

This unit introduces students to programmable logic controllers (PLCs) and their role in agricultural automation. They will learn how PLCs function, including input/output modules, programming languages, and ladder logic diagrams. The curriculum will emphasize hands-on programming exercises that allow students to create and test their own control programs. Additionally, students will explore the advantages of using PLCs in improving efficiency and precision in agricultural processes. By the end of the unit, students will be equipped with the skills to program and troubleshoot PLCs in various agricultural applications.

Students will create a PLC program to operate a set of valves to create a water show to their choice of music. They will use ladder logic, timers, inputs, and logic programming to create their program to simulate irrigation needs based on scenarios.

#### Unit 8: ELECTRIC MOTOR, CONTROL, AND SYSTEM DESIGN

In this unit, students will integrate their knowledge of electric motors and control systems to design comprehensive systems for agricultural applications. They will learn about the selection of motors, control methods, and system layout considerations. The curriculum will include case studies that demonstrate successful electric motor applications in agriculture, providing context for their learning. Through group projects, students will collaborate to design and present their own motor control systems, reinforcing their understanding of system integration. By the end of the unit, they will be able to create efficient designs that meet specific agricultural needs.

Students will design a theoretical system in a competitive environment to meet a real industry partners electrical system needs, then present to a panel. They will create an operational model of the system using training components.

#### Unit 9: CAREERS IN AGRICULTURE POWER MECHANICS

This unit explores the diverse career opportunities within the field of agricultural power mechanics. Students will examine various job roles, required qualifications, and essential skills for success in this industry. The curriculum will feature guest speakers from different sectors of agriculture, providing insights into their career paths and experiences. Students will also explore the importance of continuous learning and professional development in advancing their careers. By the end of the unit, students will have a clearer understanding of potential career paths and the skills needed to pursue them.

Students will create a portfolio showcasing their skills and experiences qualifying them for an Agricultural Mechanics career of their choice. They will include anything from prior classes as well as detailing their Power Mechanics knowledge.

#### Unit 10: PRINCIPLES OF HYDRAULICS

In this unit, students will learn the fundamental principles of hydraulics, a critical area in agricultural machinery. They will explore concepts such as fluid dynamics, pressure, and force transmission through hydraulic systems. The curriculum will include hands-on activities where students will experiment with hydraulic circuits to understand how they operate. Students will also study the components of hydraulic systems, including pumps, cylinders, and valves, and their applications in agriculture. By the end of the unit, students will have a strong grasp of hydraulic principles and their relevance to agricultural equipment.

Students will create a presentation detailing their analysis of an existing hydraulic system at the school farm. They will include performance requirements, measurements of actual performance, and a detailed explanation of the components and equipment included in the system.

#### Unit 11: HYDRAULIC SYSTEMS IN AGRICULTURE

This unit focuses on the practical applications of hydraulic systems in agricultural machinery. Students will learn how hydraulic systems are used for tasks such as lifting, steering, and operating various implements. The curriculum will cover the design and operation of common hydraulic systems found in tractors and other agricultural equipment. Through hands-on labs, students will have the opportunity to work with real hydraulic systems, gaining experience in troubleshooting and maintenance. By the end of the unit, students will understand how to effectively operate and maintain hydraulic systems in agricultural contexts.

Students will assemble a working hydraulic system to meet a set of criteria. They will utilize training components (that operate) while applying prior plumbing, electrical, and mechanical knowledge to their newly learned Hydraulic systems knowledge. They will take measurements of the performance of their systems and present them along with an operational demonstration of their system.

#### Unit 12: HYDRAULIC SYSTEM DESIGN AND REPAIR

In this unit, students will delve into the design and repair of hydraulic systems, building on their foundational knowledge of hydraulics. They will learn how to design hydraulic circuits to meet specific operational needs, considering factors such as flow rates and pressure requirements. The curriculum will also cover troubleshooting techniques for common hydraulic problems, including leaks and component failures. Hands-on activities will allow students to practice their repair skills on hydraulic systems, reinforcing their learning through real-world applications. By the end of the unit, students will be proficient in designing and maintaining hydraulic systems in agricultural machinery.

Students will rebuild hydraulic system equipment and components. They will utilize their precision measurement skills as well and their hydraulic systems knowledge to order parts and repair the components or systems to operational order.

#### Unit 13: PRINCIPLES OF POWER TRANSMISSION SYSTEMS

This unit introduces students to the principles of power transmission systems used in agricultural machinery. They will learn about the components involved in transmitting power, including gears, belts, and chains, and how these systems work together to drive machinery. The curriculum will

emphasize the importance of efficiency and reliability in power transmission, exploring various configurations and setups. Through hands-on labs, students will gain practical experience in assembling and adjusting power transmission systems. By the end of the unit, students will have a solid understanding of power transmission principles and their applications in agriculture.

Students will create a written analysis of a power transmission system, then determine the necessary parts and components, costs, benefits, and drawbacks of the current system. They will make recommendations for improvements or maintenance needed for the system.

#### Unit 14: GEARS, PULLEYS, BELTS, AND CHAINS IN AGRICULTURE

In this unit, students will explore the various mechanical components used in agricultural machinery, focusing on gears, pulleys, belts, and chains. They will learn how these components work together to transfer motion and power within equipment. The curriculum will cover the design considerations for each type of component and their specific applications in agricultural contexts. Hands-on activities will provide students with opportunities to assemble and adjust these systems, reinforcing their understanding of mechanical principles. By the end of the unit, students will be well-equipped to utilize these components effectively in agricultural machinery.

Students will design and build a power transmission system based on a set of community member criteria to perform an agricultural function. They will create a bill of materials, expected performance numbers, and costs for the system in a business proposal.

#### Unit 15: PRINCIPLES OF SMALL GAS ENGINES

This unit introduces students to the principles of small gas engines, which are commonly used in agricultural equipment. They will learn about engine components, operation, and maintenance procedures. The curriculum will cover topics such as fuel systems, ignition, and troubleshooting common issues. Hands-on activities will provide students with the opportunity to disassemble and reassemble small gas engines, reinforcing their understanding of how these engines function. By the end of the unit, students will have a solid foundation in small gas engine technology and its applications in agriculture.

Students will create posters and be able to present on a specified engine system. They will be able to visually identify and verbally explain the components of the system as well as their operation.

#### Unit 16: PRINCIPLES OF DIESEL ENGINES

In this unit, students will explore the principles of diesel engines, which are widely used in larger agricultural machinery. They will learn about the differences between gas and diesel engines, including their construction, operation, and efficiency. The curriculum will cover key concepts such as fuel injection systems, compression ratios, and emissions. Students will participate in hands-on labs where they will gain experience with diesel engine maintenance and troubleshooting. By the end of the unit, students will understand diesel engine technology and its critical role in modern agriculture.

Students will create digital presentations with animations and be able to present on a specified engine system. They will be able to visually identify and verbally explain the components of the system as well as their operation and their differences to spark ignited engines.

#### Unit 17: APPLICATIONS OF ENGINES TO AGRICULTURE

This unit focuses on the various applications of gas and diesel engines in agricultural settings. Students will explore how different types of engines are used in tractors, harvesters, and other equipment to perform specific tasks. The curriculum will emphasize the importance of engine selection based on power requirements and efficiency. Students will engage in case studies that demonstrate successful engine applications in agriculture, allowing them to analyze real-world scenarios. By the end of the unit, students will be able to assess engine applications and their impact on agricultural productivity.

Students will be given a set of criteria and choose an engine system that best meets the criteria for a given agricultural operation. They will give a cost/benefit analysis for the system chosen as well as expected performance in a presentation.

#### Unit 18: DIAGNOSIS AND REPAIR OF ENGINES

In this unit, students will develop essential skills for diagnosing and repairing gas and diesel engines. They will learn common symptoms of engine problems and troubleshooting techniques to identify underlying issues. The curriculum will cover repair procedures for various components, including fuel systems, ignition, and mechanical parts. Hands-on activities will provide students with practical experience in engine diagnostics and repairs. By the end of the unit, students will be equipped with the skills necessary to maintain and repair engines effectively in agricultural applications.

Students will troubleshoot engines and describe the needed actions to repair them. They will order parts, perform the necessary repairs, and write a work order for their activities to justify the work to a potential or real customer.

#### Unit 19: AGRICULTURE EQUIPMENT MAINTENANCE AND OPERATION

This final unit emphasizes the importance of proper maintenance and operation of agricultural equipment to ensure efficiency and longevity. Students will learn about routine maintenance practices, including lubrication, inspections, and servicing procedures. The curriculum will cover operational best practices that promote safety and efficiency while using agricultural machinery. Students will engage in hands-on activities that reinforce their learning through real-world maintenance scenarios. By the end of the unit, students will have the knowledge and skills needed to operate and maintain agricultural equipment effectively.

Students will learn the pre-start checks, basic maintenance, and safe operation of agriculture equipment on the school farm. They will fill out check sheets as well as maintenance advisory forms, work order forms, and operate the equipment as it would be used in agriculture.

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Agriculture Mechanics: Fundamentals and Applications

Edition: 7

Publication Date: 2015

Publisher: Cengage

Author(s): Ray V. Herren

URL Resources:

Website URL: <https://faculty.cengage.com/titles/9781285058955>

Usage:

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Power Transmission Handbook

Edition: 6

Publication Date: 1/2020

Publisher: Power Transmission Distributors Association (PTDA)

Author(s): Power Transmission Distributors Association

URL Resources:

Website URL:

[https://ptda.org/ItemDetail?iProductCode=953&Category=PROD\\_TRAIN&WebsiteKey=aac0d413-c381-43d6-8c9d-766d7e84](https://ptda.org/ItemDetail?iProductCode=953&Category=PROD_TRAIN&WebsiteKey=aac0d413-c381-43d6-8c9d-766d7e84)

Usage:

Primary Text

Read in entirety or near entirety



Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

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Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

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Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:

Primary Text Read in entirety or near entirety

**\*This section to be completed by Stephanie Frazier**

1. Content Area Subcategory Code:  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
  
2. Course Section Instructional Level:  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
  
3. Content Standards Alignment Code:
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
  
4. Course Non-Standard Instructional Level:  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
  
5. If CTE, please determine the following:
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for "a-g" Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Stephanie Frazier in the Curriculum & Instruction Department at Extension 70605 or at [stephaniefrazier@cusd.com](mailto:stephaniefrazier@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on "Submit a New Course"
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Stephanie Frazier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Primary Phase: February 1 - June 30**

- New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.
- The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

**Supplementary Phase: August 1 - August 31**

- New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.
- Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Course Management Month: July 1 - July 31**

- Courses eligible for auto approval may be submitted to UC.
- Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.
- Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.
- All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.



**CLOVIS UNIFIED SCHOOL DISTRICT**  
**Corrine Folmer, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Information & Communications Technologies
- What is the name of the Pathway? Software & Systems Development

Is this a ROP course?       Yes       No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program? Enochs High School/Modesto City Schools

Course Title: <u>Cybersecurity 3-4</u>	
School(s): <u>Clovis North High School</u>	
Department: <u>CTE</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Nicole Berg <i>NB</i>
Learning Director	Katie Aiello <i>Katie Aiello</i>
Principal	Joshua Shapiro <i>Joshua Shapiro</i>
Area Assistant Superintendent	Darin Tockey <i>Darin Tockey</i>
Assistant Superintendent, CI&A	Erin Waer <i>Erin Waer</i>
Associate Superintendent	Marc Hammack <i>Marc Hammack</i>

# Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

**Choose:**

**Choose:**

**Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input checked="" type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input checked="" type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

## CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 8111**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Cybersecurity 3-4

## **Course Offered At (check all that apply):**

- |   |  |
|---|--|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input type="checkbox"/> Buchanan High School                |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School                  |
| <input type="checkbox"/> Granite Ridge Intermediate | <input type="checkbox"/> Clovis East High School             |
| <input type="checkbox"/> Kastner Intermediate       | <input checked="" type="checkbox"/> Clovis North High School |
| <input type="checkbox"/> Reyburn Intermediate       | <input type="checkbox"/> Clovis West High School             |
|   | <input type="checkbox"/> Enterprise High School              |
|   | <input type="checkbox"/> Community Day School                |
|   | <input type="checkbox"/> Gateway High School                 |
|   | <input type="checkbox"/> CART                                |
|   | <input type="checkbox"/> Clovis Online                       |

## **Transcript Abbreviation – 17 Character Limit:**

**Length of Course:**     Yearlong             Semester

## **What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10     11     12

**Course Description:** This course builds on the technical skills and knowledge students acquired in Cybersecurity 1-2. Cybersecurity 3-4 prepares students for post-secondary information technology majors and for careers in network administration and information technology support services with a focus on cybersecurity. This course includes the utilization of online educational/technical modules that provide hands-on knowledge, critical thinking, and skills development in computer hardware, operating systems, networking, coding, and security infrastructures. Industry-based curricula are utilized in network and virtual image environments to emulate real-life scenarios and prepare students for industry recognized certifications. Students research and address ethical and legal standards, leadership, information administration, and mitigate cyber vulnerabilities through intricate problem-solving scenarios mandating critical thinking, incident response and analysis, and collaboration. Curriculum content is designed to ensure a deeper understanding of privacy, reliability, and integrity of information systems for students preparing for careers in cybersecurity and Information and Communications Technology (ICT).

**Prerequisites:** Cybersecurity 1-2

**CTE Course Designation:** Capstone

**Certifications:** Upon successful completion of the entire Cyber Security Pathway, students will be eligible for CompTIA Security+, Network+, and Cisco Certified Network Associate.

## **Course Content:**

### **1.0 Unit 1: Introduction to Cybersecurity 3-4**

An introduction to the course content, subject matter and relative information will be reviewed. Students are introduced to the common traits exhibited by successful cyber security administrators and review personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in this career pathway. Students examine the historical and economic significance of cyber security in our society and present opportunities in this field. Students explore and practice health and safety components within this career pathway.

- 1.1 Identifies the personal qualifications, interests, aptitudes, knowledge, and skills of successful cyber security administrators.
- 1.2 Demonstrates an understanding of personal, professional, and educational requirements of this career field.
- 1.3 Demonstrates knowledge of policies, procedures, and regulations related to workplace health and safety.
- 1.4 Demonstrates use of technical writing and communication skills.
- 1.5 Develops/exhibits use of Microsoft Office and diverse network and security platforms.
- 1.6 Demonstrates an understanding of cybersecurity safety methods, practices, and processes personally and professionally.

**Anchor Standards: 1.0, 2.3, 2.4, 2.5, 2.6, 3.6, 4.1-4.4, 5.3-5.5, 6.2, 6.6, 6.8, 6.11, 8.1, 8.2, 8.4, 8.6-8.8, 10.9**

**Career Readiness: 1-5, 7-10**

**CTE Pathway: Information & Communication Technologies - Information Support and Services  
A1.1, A7.3**

**State Standards: WS11-12.4 & 6, LS11-12 1.1-3, RSIT11-12 1-2**



## **2.0 Unit 2: Cyber Laws, Ethics, and Compliance**

Students will explore current legal case studies pertaining to violations of cybersecurity ethics and compliance. They will research various cybercrimes, which are criminal offenses committed via the internet or otherwise aided by various forms of computer technology, such as the use of online social networks to bully others, sending sexually explicit digital photos with a smart phone, and identity theft. Academic research in cyber security ethics and law includes legal briefs and scholarly articles. Additionally, students will learn what fair use and copyright laws do to protect privacy in the 21st century and to the contrast they will explore ideas of ethical hacking. Students explore criminal evidentiary laws as they relate to cybercrimes and identify what remains stored in computers that can be used as evidence.

- 2.1 Demonstrates an understanding and purpose of the Cyber Security Act of 2015.
- 2.2 Demonstrates an understanding and purpose of the Federal Cybersecurity Mandates.
- 2.3 Identifies the common federal, state, and international laws related to computer use and security.
- 2.4 Demonstrates an understanding of intellectual property laws.
- 2.5 Identifies and exhibits ethical use of common copyright laws, and recognizes plagiarism violations and infringements, e.g., software, hardware, media, etc.
- 2.6 Model integrity, ethical leadership, and effective management.
- 2.7 Work productively in teams while integrating cultural/global competence.
- 2.8 Demonstrate critical and creative thinking when conducting research to solve a problem unique to the Information Technology and Systems industry.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 8.1-8.8, 9.7, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services  
A 1.1, 1.2, 1.3; A 3.1, 3.2, 3.5; A 5.1

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, SLS 9-10, 11-12.1, RSIT11-12 1-2

### 3.0 Unit 3: Digital & Physical Forensics

Students will acquire hands-on experience in identifying and cataloging anomalous network packets; malware analysis; honeypots and host-based intrusion detection systems; recovering and analyzing volatile evidence; forensic imaging over a network; and identifying and analyzing evidence of server intrusion. Students will complete simulated affidavits for search warrants, process a crime scene, collect and analyze evidence, and prepare testimony via utilization of digital and physical forensic tools. Critical and analytical thinking will be required of the students as they explore the differences between “live forensics resources” and “saved resources” to ensure protection and the integrity of digital and physical evidence.

- 3.1 Distinguishes the differences between data vs information vs knowledge.
- 3.2 Demonstrates an understanding of the diverse business characteristics: availability, accuracy, authenticity, confidentiality, integrity, timeliness, completeness, precision, cost, and consistency.
- 3.3 Identifies best practice in digital and physical evidence collection.
- 3.4 Explains why protecting data integrity is essential to the legal process and protecting the validity of case management.
- 3.5 Demonstrates appropriate use of digital forensic software.
- 3.6 Identifies appropriate protocol in data collection, cataloging, and affidavits.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services

A 1.1, 1.2, 1.3, 1.4; A 3.1, 3.2, 3.5; A 5.1, 5.3

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, RSIT11-12 1-2

## 4.0 Unit 4: Advanced Ubuntu Server Administration

Students will gain a comprehensive working knowledge of Ubuntu's Open SSH, Kernel, SSH Keys, SSH Tools, and acquire skills and abilities in advanced system usage, on-demand processes, storage (RAID), advanced file concepts, and file system basics. Advanced concepts include: Linux Bridges, Bridge Configuration, Network Interface, VLANs, security of the SSH server, hardening the production server, disabling unused network services, and creating a secure, encrypted Debian Installation.

- 4.1 Identify Linux terminology and steps required in navigating the interface.
- 4.2 Demonstrate an understanding and working knowledge of the basic Graphical User Interface (GUI).
- 4.3 Demonstrate a working knowledge of the command line via the terminal.
- 4.4 Utilize and evaluate the command line to alter and update the account management settings.
- 4.5 Create intermediate security setting using the command line and GUI.
- 4.6 Complete the hardening system process to include Firewalls for the Linux system for Network Management and Security.

Anchor Standards: AS 1-2, AS 4.1-4.3, AS 5.1-5.7, AS 8, AS 9.1-9.3

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services  
A 3.1, 3.2, 3.5; A 8.1, 8.5

State Standards: ICT LS 11-12.1-3; RSIT 11-12.1-2; WS 11-12.4 & 6

## 5.0 Unit 5: Cyber Threats

Within this unit, students will distinguish and identify common network attacks and system security threats utilizing existing and emerging technology to investigate, research, and produce security services as required in a workplace environment. Students will demonstrate verification of an attack event in a Windows network environment. Students will gain understanding of the key differences between Viruses, Worms, Trojans, Rootkits, and Bots. In the acquisition of a working knowledge of reducing and mitigating cyber threats, students will understand Phishing, Port-Redirection, Man-in-the-Middle, Brute-Force, and Rogue Access Points, and the purpose of Packet sniffers and Port scanners.

- 5.1 Distinguish and identify common network attacks and system security threats.
- 5.2 Identify characteristics of a Denial-of-Service attack.
- 5.3 Demonstrate knowledge of the key differences between Viruses, Worms, Trojan, Rootkits, and Bots.
- 5.4 Demonstrate skills set to resolve and eliminate various Viruses, Worms, Trojans, Rootkits, and Bots.
- 5.5 Explore the purpose and differences of Packet Sniffers and Port Scanners.
- 5.6 Demonstrate analysis, inquiry, logical reasoning, and problem-solving techniques for hardware troubleshooting.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services  
A 1.1, 1.2, 1.3; A 2.1; A 3.1, 3.3, 3.5; A 4.1, A 6.1, 6.2, 6.3, 6.5, 6.6, 6.7; A 7.3

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, RSIT 11-12 1-2

## 6.0 Unit 6: Cyber Defense

Students will acquire knowledge, skills, and aptitudes in methods to harden operating systems (OS) and network defense to reduce risk; audit a Windows system for vulnerabilities; actively implement countermeasures in real-time during a system compromise through Virtual Image (VM) Challenges. Students are required to display penetration testing methodologies for hardening operating system settings and install needed service packs and updates. Students will utilize critical thinking and analysis in determining the appropriate options to quickly recover from system attack or virus damage, and understand the common areas targeted by virus attacks and their characteristic signs of intrusion (e.g. registry, services, dynamic link libraries (dll's)).

- 6.1 Identify major desktop components, user interfaces, and their functions.
- 6.2 Identify typical system resource (IRQ, DMA, I/O address) allocations and demonstrate procedures for altering these device settings.
- 6.3 Demonstrate the ability to install and utilize Microsoft Windows Task Manager and Action Center.
- 6.4 Demonstrate proficiency in creating and managing drives, directories, and files using their respective utilities and editors.
- 6.5 Evaluate the integrity of an operating system.
- 6.6 Compose written documents in an electronic collaborative forum utilizing Google Classroom.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services  
A 1.1, 1.3, 1.4; A 3.1, 3.2, 3.5; A 5.1, 5.3; A 7.3; A 8.3, 8.4; B 1.0 - 1.5, 2.0, 3.1-3.7

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, RSIT11-12 1-2

## 7.0 Unit 7: Advanced System Administration and Maintenance

In collaboration with IT Personnel, via a virtual systems network, students will install, configure, and support an organization's local area network (LAN), wide area network (WAN), and internet systems. Students will monitor the network to ensure network availability to all system users and perform necessary maintenance to support network availability. Students will assist in network modeling, analysis, planning, and coordination between network and data communications hardware and software. Students will conduct a Skype interview and/or personal interview of an IT systems administrator to learn about time management, personnel management, and addressing multiple system needs across a network.

- 7.1 Demonstrate knowledge of various preventative maintenance measures including proper cleaning, ventilation, surge protection, and system backup procedures.
- 7.2 Demonstrate system recovery and restore utilizing the Windows Systems boot options menu.
- 7.3 Identify working knowledge of common audible and visual POST codes to isolate operating system's boot failures from peripheral device failures.
- 7.4 Demonstrate best practices of using built-in operating system diagnostic tools including drive utilities (e.g., MSCCONFIG).
- 7.5 Identify the purpose of the registry and its use.
- 7.6 Demonstrate how to harden operating systems and networks to defend and reduce system vulnerabilities and risk.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 8.1, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services

A 1.1, 1.2, 1.3, 1.4; A 3.1, 3.2, 3.5; A 5.3; A 6.1, 6.2, 6.4, 6.5; B 4.1-4.9

State Standards: WS 11-12.7 & 6, LS 9-10, 11-12.6-7, 1.1-3, RSIT 11-12.7; RLST 9-10, 11-12.4

## 8.0 Unit 8: Advanced Operating System and Network Security Assurance

Students will explore advanced approaches to secure networks, firewalls, intrusion detection systems, and intrusion prevention systems readings, case studies, and physical applications. Students will understand that a layered approach to security is the most effective way of protecting a network. Students will learn what type of security is best for protection against specific types of threats. Students will conduct comparative research on creating surveillance versus reconnaissance in a digital environment. Additionally, students will be assigned to a specific company as a group and present to the class their potential internal and external threats and their preventative plan to protect the network.

- 8.1 Compare and contrast the different operating systems and their features (e.g., Windows, Android, Linux, Unix, etc.).
- 8.2 Demonstrate use of virtual image antivirus software and tools to prevent and remove malicious software.
- 8.3 Identify firewall components including: common ports, router access control lists, and port forwarding used to secure a network perimeter.
- 8.4 Identify and classify different virus types and how they are transmitted.
- 8.5 Demonstrate use of authentication technologies utilized for security purposes.
- 8.6 Identify the characteristics and purpose of a strong password security system.
- 8.7 Execute virus software to determine potential vulnerabilities and obtain the status of any Malware, Ransomware, Viruses, etc.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services  
A 4.0, 5.0, 6.0; B 8.1 - 8.5

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, RSIT11-12 1-2

## 9.0 Unit 9: Cyber Incidence, Analysis, and Response

Using their acquired knowledge and skills from previous units and in collaboration with IT personnel, students will determine preparation, detection, analysis, containment, eradication, and recovery. Students will review case studies and video examples of how companies were proactive in post-incident services, which reduced the negative impact of a security breach. In teams of two, students will develop a "Cyber Incidence Plan Response" report including a SmartArt hierarchical illustration describing their approach to correcting a possible cyber-attack. Ultimately, students will understand the value of forward planning and the multi-step approach to security.

- 9.1 Demonstrate the ability to critically assess, analyze, and address issues related to people, processes, technology and information.
- 9.2 Identify methods of uncovering a cyber security incident and investigating the situation, and steps to appropriate actions.
- 9.3 Demonstrate knowledge of the critical components and timeframe in recovering from a cyber security incident.
- 9.4 Identify the hierarchical approach to restoring systems and correcting a cyber-attack.
- 9.5 Demonstrate knowledge of the post-investigative process and reporting incidents to relevant stakeholders.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services  
A 1.0, 3.0, 5.0, 6.0, 7.0, 8.0; Networking B 1.0, 2.0, 3.0, 4.0

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, RSIT11-12 1-2



## 10.0 Unit 10: Cisco NetAcademy

Students will gain knowledge in an academic and professional learning environment via course enrollment in the online Cisco NetAcademy. Diverse modules provide rich learning and working-skills content through interactive labs, task-oriented skill sets, competencies, exams; and ensure preparation for obtaining industry certification. Students obtain knowledge in: Routing Dynamically; Single-Area OSPF; Access Control List; DHCP; Network Address Translations for IPv4; Securing Network Devices; Authentication, Authorization, and Accounting; Implementing Virtual Private Networks; and Implementing Cisco Adaptive Security Appliances.

- 10.1 Demonstrate knowledge of the Ethical Hacking, Computer Forensics, Project Management, Risk Management, and Cyber Threat Intelligence.
- 10.2 Identify the objectives and prioritization that are essential for operating systems recovery.
- 10.3 Understand the fiscal impact of cyber incidence to personal, professional, public, private, and government organizations.
- 10.4 Demonstrate knowledge of practical plans for short-term and long-term recovery operations.
- 10.5 Identify the BCP cyclical process approach for risk assessment, risk management, and risk monitoring and testing.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services

ICT A 1.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0; Business & Finance B 1.0-1.4, B 3.2, B 7.3

State Standards: WS11-12.4-7, LS11-12 1.1-3, RSIT11-12.7

## 11.0 Unit 11: AFA Cyberpatriot Cyber Defense Competition

Throughout the academic year, students will participate in the CyberPatriot National Youth Cyber Defense Competition. The competition puts teams of high school students in the position of newly hired IT professionals tasked with managing the network of a small company. In the rounds of the competition, teams are given a set of virtual images that represent operating systems and are tasked with finding cyber security vulnerabilities within the images and hardening the system while maintaining critical services and infrastructure. Students are divided into teams of five to six individuals as they compete for the top placement within their state and region. Teams qualify in the silver, gold, and platinum levels and are placed in a national bracket with the ultimate goal of earning an all-expense paid trip to Baltimore, MD for the national finals competition where they can earn national recognition and scholarship opportunities.

- 11.1 Demonstrate knowledge and proficiency in each learning module: CISCO, Linux, and Ubuntu.
- 11.2 Demonstrate leadership, integrity, ethics, and communication and cooperation skills with all stakeholders.
- 11.3 Promote ethical and safe use of networks, operating systems, and the Internet.
- 11.4 Adhere to the CyberPatriot Code of Ethics and Homeland Security practices.
- 11.5 Collaboratively participate in teams of two to five in the national AFA CyberPatriot Cyber Defense Competition.

Anchor Standards: 1.0, 2.4, 2.5, 3.4, 3.5, 4.1-4.3, 5.4, 6.2, 10.9

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services  
ICT A 1.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0, 11.1

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, RSIT11-12 1-2

## **12.0 Unit 12: Career Planning and Readiness Portfolio**

Students explore career opportunities and examine the professional and educational requirements needed to meet their goals. Students identify personal qualifications, interests, aptitudes, information and skills, and post-secondary options necessary to succeed in this career. Upon successful completion of this class, students will have developed their own career plan and personal portfolio.

- 12.1 Evaluate personal character traits such as trust, respect and responsibility, and understand the impact they can have on career success.
- 12.2 Demonstrate an understanding of personal, professional, and educational requirements of this career field.
- 12.3 Research the scope of career opportunities available, and the requirements for education, training, certification and licensure.
- 12.4 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 12.5 Understand how digital media (including social media) are used by potential employers and post-secondary agencies to evaluate candidates.

Anchor Standards: 3.0, 4.3, 6.2, 7.2, 7.3, 7.4, 7.7, 8.4, 8.5, 9.4, 9.10, 11.2, 11.5

Career Readiness: 1-5, 7-10

CTE Pathway: Information & Communication Technologies - Information Support and Services

ICT A 1.0, 3.0, 4.0, 7.0, 8.0, 9.0, 10.0, 11.1-5

State Standards: WS 11-12.4 & 6, LS11-12 1.1-3, RSIT11-12 1-2

*Additional Units as Time Permits*

*Total Number of Weeks: 36*

*The amount of time for each unit will vary according to the needs of the students.*

***Instructional Methods and/or Strategies for Units Above:***

- Communicative-based activities will support development of language arts skills, reading and reflection, Socratic seminars, vocabulary acquisition, peer mentoring, collaboration, and presentations.
- Writing assignments will build critical-thinking skills in students as they research case studies, ethical and legal issues, conduct analysis, write persuasive arguments in essay formats, and conduct qualitative and quantitative research producing APA papers.
- Direct instruction includes lectures, modules, and labs overview in various software and networks.
- Interactive instruction includes mathematics in binary and program coding, hands-on modules, virtual images, mitigating cyber vulnerabilities, and building and programming boe-bots.
- Classroom discussions consist of debates, peer critiques, and guest presentations.
- As part of inquiry-based learning, students will be responsible for explaining their analysis and logic in securing network pathways, establishing network security systems, and identifying network vulnerabilities.

Work-based learning is acquired through job shadowing and internship opportunities through local community small businesses.

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Cyber.org

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources: This is the primary curriculum for the class. They have notes, resources, test materials and case studies that give students the information needed to be successful. They also provide a cyber range that allows students access to virtual environments to test their cybersecurity skills in a safe way.

Website URL: <https://cyber.org/>

Usage:

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Cybrary

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources: Cybrary is an open-source security learning environment. It has case studies, cyber activities, videos, and assessments that will enhance student understanding of the material.

Website URL: <http://www.cybrary.it>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: The National Cybersecurity Workforce Framework (NIST)

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources: The National Institute of Standards and Technology has an entire section dedicated to cybersecurity. It contains standardized vocabulary, video guides, and standard ethical principles and practices for the cybersecurity community. It also has up to date news and statistics to use for case studies in class.

Website URL: <http://www.nist.gov>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: CyberPatriot Modules

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources: The Air & Space Force Association has competitions every year to test the cybersecurity acumen of students. They seek to expand the understanding and interest of youth in the cybersecurity field as well as train the next generation of cybersecurity experts. They have modules and activities to prepare for the competition that will be used as part of the curriculum.

Website URL: <http://www.uscyberpatriot.org/>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: Cisco Networking Academy

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources: Cisco provides a vast array of course material, practice labs and challenges to help students engage in the cybersecurity and networking world.

Website URL: <http://www.netacad.com>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
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Primary Text Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

**\*This section to be completed by Stephanie Frazier**

1. **Content Area Subcategory Code:**  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
  
2. **Course Section Instructional Level:**  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
  
3. **Content Standards Alignment Code:**
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
  
4. **Course Non-Standard Instructional Level:**  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
  
5. **If CTE, please determine the following:**
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N



## Instruction Page

### Instructions for New Courses Being Submitted to UC for “a-g” Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Stephanie Frazier in the Curriculum & Instruction Department at Extension 70605 or at [stephaniefrazier@cusd.com](mailto:stephaniefrazier@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on “Submit a New Course”
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit “Forward”.
- Stephanie Frazier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Primary Phase: February 1 - June 30**

- New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.
- The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

**Supplementary Phase: August 1 - August 31**

- New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.
- Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Course Management Month: July 1 - July 31**

- Courses eligible for auto approval may be submitted to UC.
  - Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.
- Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.
- All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.



**CLOVIS UNIFIED SCHOOL DISTRICT**  
**Corrine Folmer, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No

Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |  |
|--|--|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)            |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical)        |
| <input type="checkbox"/> English/Language Arts | <input checked="" type="checkbox"/> Social Science |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language            |
| <input type="checkbox"/> Physical Education    | <input type="checkbox"/> Other                     |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this a ROP course?       Yes       No

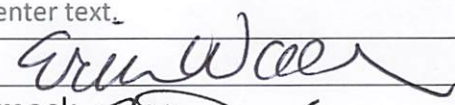

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program? \_\_\_\_\_

Course Title: <u>Ethnic and Cultural Studies</u>	
School(s): Buchanan, Clovis East, Clovis High, Clovis North, Clovis South, Clovis West	
Department: <u>Social Science</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Click here to enter text.
Learning Director	Click here to enter text.
Principal	Click here to enter text.
Area Assistant Superintendent	Click here to enter text.
Assistant Superintendent, CI&A	Erin Waer 
Associate Superintendent	Marc Hammack 

## Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word **“Choose.”**

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input checked="" type="checkbox"/> 6 – Social Science	<input checked="" type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input checked="" type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 9179**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Ethnic and Cultural Studies

### **Course Offered At (check all that apply):**

- |   |  |
|---|--|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input checked="" type="checkbox"/> Buchanan High School     |
| <input type="checkbox"/> Clark Intermediate         | <input checked="" type="checkbox"/> Clovis High School       |
| <input type="checkbox"/> Granite Ridge Intermediate | <input checked="" type="checkbox"/> Clovis East High School  |
| <input type="checkbox"/> Kastner Intermediate       | <input checked="" type="checkbox"/> Clovis North High School |
| <input type="checkbox"/> Reyburn Intermediate       | <input checked="" type="checkbox"/> Clovis West High School  |
|   | <input type="checkbox"/> Enterprise High School              |
|   | <input type="checkbox"/> Community Day School                |
|   | <input type="checkbox"/> Gateway High School                 |
|   | <input type="checkbox"/> CART                                |
|   | <input type="checkbox"/> Clovis Online                       |

### **Transcript Abbreviation – 17 Character Limit:**

**Length of Course:**     Yearlong             Semester

### **What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** Clovis Unified's Ethnic and Cultural Studies class will work towards developing students' ability to engage critically within their community. This course will encompass all Clovis Unified School District student groups including African American, Hispanic/Latino, Asian American/Pacific Islander and Native American/Indigenous peoples whose stories and contributions have been largely untold. By looking at these diverse perspectives, Clovis Unified School District aims to empower our students to value themselves and others as contributing members of our society.

**Prerequisites:** None

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

**Unit 0: Foundations of Ethnic and Cultural Studies**

In Unit 0, students will be exposed to the foundations of Ethnic and Cultural Studies through a lens of proper civil discourse and historical thinking skills. The unit will be driven by the essential question “How does understanding a diverse community help me become a better member of society?” Students will practice examining events through multiple perspectives to then discuss with classmates. In this unit, students will work towards developing greater inclusivity and understanding of themselves and others. Unit 0 topics will include:

- Foundations of Ethnic Studies
- Historical Thinking Skills
- Culture, Race and Ethnicity
- Civil Discourse
- Point of View

**Unit Essential Standards:**

- MC: Furthering self-understanding.
- MC: Working toward greater inclusivity.
- MC: Promoting self-empowerment for civic engagement.
- CCR.6: Assess how point of view or purpose shapes the content and style of a text.
- CCR.9: Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

**Common Assignment: The Danger of a Single Story TedTalk**

- EQ: How do multiple stories create multiple perspectives?
- Essential Standards:
  - RH 9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - WHST 9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
- After watching the TedTalk, “A Danger of a Single Story” students will reflect on their learning by producing a Golden Line and Personal Thought/Application. Students will complete this assignment through a guided worksheet, peer conversation and reflection. Students will work towards discovering their personal connection to multiple perspectives.

**Common Formative Assessment: Silent Conversation and Synthesis Response: How does understanding a diverse community help me become a better member of society?**

- By the end of this unit, students will be able to effectively and respectfully engage in civil discourse with their peers through a Silent Conversation assessment. Students will use the multiple resources they evaluated and studied during the unit to discuss and answer the essential question “How does understanding a diverse community help me become a better member of society?” Student success will be determined through the use of a pre-work graphic

organizer and a post-assessment reflection writing assignment along with participation during the Silent Conversation as determined by a common rubric.

**Unit 1: Identity: Who Am I?**

In Unit 1, Students will be asked to focus on identity formations through the essential question “How are our identities shaped and continually evolving?” Students will be challenged to think about their own identity by thinking about the type of person they want to be and what type of community they want to live within. Students will build classroom community through intentional activities to build trust and respect of themselves and each other. The goal of this unit will be to look at identity while helping students place themselves within the narrative of history and our local community. Students will also examine ways in which value systems have shaped our community. Lastly, students will study community wealth and actualization and apply these concepts to their own community. Unit 1 topics will include:

- Personal Identity and Cultural Identity
- Self-worth
- Intersectionality
- Value Systems/Power Structures
- Diversity
- Community Collaboration

**Unit Essential Standards:**

- <sup>o</sup> MC: Furthering self-understanding.
- MC: Recognizing intersectionality.
- CCCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Common Assignment: My Honest Poem and Identity Chart**

- EQ: What comprises a person’s identity?
- Essential Standards:
  - RH 9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
  - WHST 9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Students will read the poem “My Honest Poem” by Rudy Francisco and then listen to it while also completing a guided worksheet. Students will be asked to compare their interpretations from reading it vs listening to it. Students will be asked to analyze items such as tone, word choice, connotation and inflection. Students will work to breakdown how identity is shaped by both internal and external factors. Students will then complete their own My Honest Poem. This personalized poem will be used to create an identity chart in which students examine the different factors that impact their own life and community.

**Common Formative Assessment: Identity Mapping and Periodization Google Slides Project**

- By the end of this unit, students will be able to answer the essential question “How are our identities shaped and continually evolving?” by completing an Identity Map and Google Slides Deck. In the first phase of this project, students will complete a timeline of major events that have occurred in their life that they feel have shaped who they are and reflect on their personal

experiences. In phase two, students will then create a visual representation of their core values and an identity map. After reflecting on their progress, student will look to the future in the final phase by interviewing an inspirational person in their life.

## **Unit 2: Migration and Movement**

In Unit 2, students will explore the history of the Central Valley and Fresno County through a lens of migration and movement. They will be able to answer the essential question, “How does knowing the shared migration stories of your community impact how we relate to one another?” This unit will utilize resources curated by the Fresno Historical Society and is the initial stage of a project of guided inquiry culminating in the student development of a research question. Students will learn about different ethnic groups and their arrival in the Central Valley along with their contributions to the historical and contemporary community in which we live. Students will focus on social, political, economic and geographical reasons for migration and movement. Unit 2 topics will include:

- Push and Pull Factors
- Forced vs Voluntary Migration
- Land Rights and Displacement
- Ethnic Enclaves
- Central Valley Case Studies
  - Time Travelers curriculum through Fresno County Historical Society

### **Unit Essential Standards:**

- MC: Supporting a community focus.
- MC: Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.
- CCCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCRW.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### **Common Assignment: Who are We? Community Identity Project Phase 1 and 2**

- EQ: How does public art inform us about our community?
- Essential Standards:
  - RH 9-10.7: Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.
  - WHST 9-10.7: Conduct short as well as more sustained research projects to answer a questions (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesis multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Students begin by examining the mural district and public art installations around Fresno County to gain an appreciation of how the community’s history, cultural diversity and shared identity informs public perception of Fresno and surrounding communities. Students will create a short slide presentation on selected art installations reflecting on how they represent their own or different ethnic groups within the Central Valley. Finally, students will create individual reflections through questions such as “Who is represented in the art?” “Who was not represented in the art?” and “How does Fresno represent itself?” Students will be guided to look for community strength through public art through the completion of graphic organizers on Google Classroom.

### **Common Formative Assessment: One-Pager Presentation**

- By the end of this unit, students will be able to answer the essential question “How does knowing the shared migration stories of your community impact how we relate to one another?” as evidenced in the creation of a One-Pager and presentation to their peers. Students will utilize their inquiry project through the development of their inquiry questions to inform this formative assessment. Student success will be based on both the creation of the One-Pager and their presentation to their peers as determined by a common rubric.

### **Unit 3: Our Community, Our World**

In Unit 3, students will explore the community that makes up their world. Students will focus their study around the essential question, “How do the diverse groups within our community contribute to the richness of the Central Valley?” In this unit students will build upon the history of different groups by celebrating their contributions countering the simplified history mostly told. Students will build a narrative celebrating different groups within the Central Valley. By highlighting local icons, students will recognize the contributions locally, regionally and nationally by individuals who grew up with roots in the Central Valley. In addition, students will continue developing and expanding their own research question through guided inquiry begun in the last unit moving from local sources to national databases to provide greater historical context to address their research question. Students will complete their Explore, Identify, Gather, and Create graphic organizers of the Who Are We? Community Identity Project. Unit 3 topics will include:

- Local Icons
- Counternarratives
- BIPOC Celebrations
- Inquiry Questions
- Community Cultural Wealth
- Community Needs
- Community Organizations and Outreach

### **Unit Essential Standards:**

- MC: Developing interpersonal communication.
- MC: Recognizing intersectionality.
- MC: Supporting a community focus.
- CCRR9-10.8: Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.
- CCRR9-10.9 – Draw evidence from informational texts to support analysis, reflection, and research.

### **Common Assignment: Community Celebration Stations**

- EQ: How have members of the Central Valley positively impacted their community?
- Essential Standards:
  - RH 9-10.8: Assess the extent to which the reasoning and evidence in a text supports the authors claim.
  - WHST 9-10.7: Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the topic, demonstrate understanding of the subject under investigation.
- Students will explore different minority groups (Fresno Historical Society) and how their work improved our world by analyzing primary and secondary sources compiled in stations that



highlight the impact made by these individual groups. Students will complete a graphic organizer of their learning at each station and contribute wonder questions at each station which will lead them to their group of interest. Finally, students will prioritize the inquiry questions created for their specific group which will inform project pairing.

**Common Formative Assessment: Who Are We? Community Identity Trifold Presentation Board**

- EQ: How do the diverse groups within our community contribute to the richness of the Central Valley?
- Students will use historical databases to further their research of different groups and their contributions to the Central Valley. By the end of this unit, students will create a trifold display that demonstrates the results of their research around an inquiry question. Students will display history, traditions, values, and contributions of this group while answering self-made inquiry questions. In addition, students will present their findings and thesis to their peers. Finally, students will have the opportunity to engage in peer review. Student success will be determined by a common rubric for both the trifold board and their presentation.

**Unit 4: My Community Responsibility**

In Unit 4, students will complete their study of Ethnic and Cultural Studies by synthesizing the material they've learned into an exploration of a community engagement proposal. Unit 4 will ask students to consider how they can individually and collectively create future change within their broader community. Students will progress from receiving information to producing actionable steps to participate in civic life. Students will be challenged to look at multiple perspectives of contemporary issues and current events. Students will employ the skills learned in Unit 0 (i.e. civil discourse) to engage with classmates and collaborate. By inspecting multiple perspectives students will develop a greater understanding of different views. Unit 4 topics will include:

- Civic Engagement
- Current Events

**Unit Essential Standards:**

- MC: Developing interpersonal communication.
- MC: Promoting self-empowerment for civic engagement.
- CCCR 9-10.6 – Compare the point of view of two or more authors for how they treat two or more topics treat the same or similar topics, including which details they include an emphasize in their respective accounts.
- WHST9-10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST9-10.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Common Assignment: Socratic Seminar**

- EQ: How can multiple perspectives of a current event develop our understanding and appreciation of the complex world around us?
- Essential Standards:
  - RH 9-10.9: Compare and contrast treatments of the same topic and several primary and secondary sources.
  - WH 9-10.8: Gather relevant information for multiple print and digital sources assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

- Students will be given primary and secondary sources on a current event(s) and asked to identify the different perspectives with the complexities of the event. Through reading and analysis of the sources, students will then complete a pre-reading graphic organizer to be used during the Socratic Seminar. Students will be asked to use academic language to discuss the complexities of the topic(s). Finally, they will complete a post-Socratic Seminar graphic organizer reflecting on their learning and personal perspective.

**Common Summative Assessment: Final Essay**

- EQ: After learning about Ethnic and Cultural Studies, reflect on your personal and cultural identity and how you will use your voice to improve and empower our community?
- Students will create a multiple-paragraph essay as determined by a rubric in which they reflect on their expanded learning of Ethnic and Cultural Studies. Students will address the prompt by creating a thesis statement using evidence from the course to reflect and determine future action.
  - Introduction – context of Ethnic and Cultural Studies
  - Paragraph 1 – reflection: connect to own experience and learning
  - Paragraph 3 – application: what will you do now
  - Conclusion – wrap up

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
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**\*This section to be completed by Stephanie Frazier**

1. **Content Area Subcategory Code:**  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
  
2. **Course Section Instructional Level:**  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
  
3. **Content Standards Alignment Code:**
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
  
4. **Course Non-Standard Instructional Level:**  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
  
5. **If CTE, please determine the following:**
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for "a-g" Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Stephanie Frazier in the Curriculum & Instruction Department at Extension 70605 or at [stephaniefrazier@cusd.com](mailto:stephaniefrazier@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on "Submit a New Course"
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Stephanie Frazier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

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## A-G COURSE SUBMISSION PERIOD

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The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

<p><b>Primary Phase: February 1 - June 30</b></p> <ul style="list-style-type: none"><li>• New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.</li><li>• The resubmission must be submitted to UC by the close of the Primary Phase (June 30).</li></ul>	<p><b>Course Management Month: July 1 - July 31</b></p> <ul style="list-style-type: none"><li>• Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none"><li>• Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.</li></ul></li><li>• Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.</li><li>• All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.</li></ul>
<p><b>Supplementary Phase: August 1 - August 31</b></p> <ul style="list-style-type: none"><li>• New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.</li><li>• Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.</li></ul>	



**CLOVIS UNIFIED SCHOOL DISTRICT**  
 Corrine Folmer, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector?
- What is the name of the Pathway? \_\_\_\_\_

Is this a ROP course?       Yes       No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program?

Course Title: Everyday Essentials: Cooking and Life Skills	
School(s): Alta Sierra Intermediate	
Department: Elective	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Marcy Zunich <i>Marcy Zunich</i>
Learning Director	Frances Bishop <i>Frances Bishop</i>
Principal	Jennifer Carter <i>Jennifer Carter</i>
Area Assistant Superintendent	Kevin Kerney <i>Kevin Kerney</i>
Assistant Superintendent, CI&A	Erin Waer <i>Erin Waer</i>
Associate Superintendent	Marc Hammack Ed.D. <i>Marc Hammack</i>



## Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word **“Choose.”**

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input checked="" type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 - Visual Arts	<input type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input checked="" type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 9220**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Everyday Essentials: Cooking and Life Skills

### **Course Offered At (check all that apply):**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Alta Sierra Intermediate | <input type="checkbox"/> Buchanan High School     |
| <input type="checkbox"/> Clark Intermediate                  | <input type="checkbox"/> Clovis High School       |
| <input type="checkbox"/> Granite Ridge Intermediate          | <input type="checkbox"/> Clovis East High School  |
| <input type="checkbox"/> Kastner Intermediate                | <input type="checkbox"/> Clovis North High School |
| <input type="checkbox"/> Reyburn Intermediate                | <input type="checkbox"/> Clovis West High School  |
|  | <input type="checkbox"/> Enterprise High School   |
|  | <input type="checkbox"/> Community Day School     |
|  | <input type="checkbox"/> Gateway High School      |
|  | <input type="checkbox"/> CART                     |
|  | <input type="checkbox"/> Clovis Online            |

**Transcript Abbreviation – 17 Character Limit:** Everyday Essential

**Length of Course:**     Yearlong             Semester

**What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** This course introduces students to everyday essential life skills with a focus on cooking and its practical applications. Through units on nutrition, financial literacy, textiles, and career readiness, students will learn to plan and prepare balanced meals, manage grocery budgets, and develop kitchen safety and organization skills. Hands-on projects include meal preparation, sewing kitchen essentials, and creating digital cookbooks, fostering independence and creativity. Students will also explore career paths in culinary arts, enhance their professional communication, and build healthy habits that promote personal well-being and lifelong success.

**Prerequisites:**            None

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

**Unit 1 : Nutrition and Wellness**

**Description:**

Students will explore the fundamentals of nutrition and wellness through the lens of kitchen safety and sanitation, food preparation, and meal planning. Topics include understanding food labels, grocery shopping dynamics, and how food choices impact overall health. Students will practice critical thinking by analyzing the nutritional content of meals, comparing diets, and creating balanced menus. They will also dive into the etiquette of dining, developing habits for hosting and attending meals with proper manners. This unit emphasizes hands-on learning, such as basic knife skills, cooking techniques, and safe food handling. By the end, students will recognize how a healthy diet can enhance physical and mental well-being.

**Assignment Summary:**

For their project, students will choose one of three nutrition options: (1) Conducting a food analysis where they calculate the nutritional content of a meal they prepare, (2) Researching the effects of eating disorders and presenting their findings, or (3) Investigating a specific aspect of nutrition, such as the impact of sugar or processed foods on health. Students will create a Google Slides presentation and present it to the class, enhancing their research, communication, and presentation skills.

**Unit 2: Career Development**

**Description:**

This unit focuses on career readiness with a connection to the culinary field and related industries. Students will learn how to craft resumes and complete job applications for roles in food service, hospitality, or entrepreneurship. They will assess their strengths and weaknesses and set career goals, imagining a path in areas like culinary arts, food science, or restaurant management. A highlight of the unit will be a panel interview where students role-play as both interviewers and interviewees, gaining confidence in professional communication.

**Assignment Summary:**

Students will create a job application and resume tailored to a culinary or food-service role. They will then participate in mock interviews to practice answering industry-specific questions, such as those related to food safety or customer service. Through self-evaluations, they will refine their skills, gaining insights into how to pursue a career in cooking or related fields.

### Unit 3: **Personal and Family Finance**

#### **Description:**

This unit ties financial literacy to the art of managing a food budget. Students will explore money management strategies by planning meals within a specified budget, researching grocery prices, and comparing costs of home-cooked meals versus dining out. They will also study consumer behavior and learn to evaluate financial decisions, such as purchasing quality kitchen equipment versus disposable items. Lessons on taxes, budgeting, and tracking expenses will include practical applications like calculating food costs and understanding how to avoid debt through smart shopping.

#### **Assignment Summary:**

Students will complete a meal planning project using Google Sheets to create a weekly grocery budget. They will compare store prices and analyze cost-saving strategies, such as buying in bulk or choosing seasonal ingredients. This activity teaches budgeting, consumer awareness, and how to make informed financial choices in the kitchen.

### Unit 4: **Textiles and Apparel**

#### **Description:**

This unit connects textiles and apparel to the kitchen by focusing on appropriate clothing for cooking, such as aprons and chef uniforms. Students will learn about the importance of wearing safe and functional attire while cooking and how proper fabric care can extend the life of kitchen essentials, such as oven mitts and aprons. They will practice sewing skills to repair or create kitchen-related items, such as reusable napkins or pot holders. The unit fosters sustainability by teaching how to reduce waste through DIY projects and textile care.

#### **Assignment Summary:**

For their project, students will follow a pattern to sew a custom apron or pot holder. They will choose materials, cut fabric, and stitch their design using hand-sewing techniques or a sewing machine. This project combines creativity with practicality, teaching students the value of durable, homemade kitchen items.

### Unit 5: **Keyboarding**

#### **Description:**

Keyboarding skills will be developed through activities tailored to culinary research and documentation. Students will type recipes, draft meal plans, and create digital cookbooks. Drill-and-practice exercises will focus on improving typing fluency, enabling students to quickly document cooking instructions or search for recipes online. The curriculum is designed to be engaging, incorporating food-related themes to maintain student interest.

**Assignment Summary:**

Students will create a personalized digital recipe book, typing up their favorite recipes while ensuring proper formatting and layout. This activity reinforces typing accuracy and speed, while giving students a resource they can use beyond the course.

**Unit 6:           Healthy Habit Building****Description:**

This unit highlights the relationship between cooking and personal well-being. Students will explore how preparing meals at home can reduce stress, foster mindfulness, and enhance social connections. They will practice weekly journaling to reflect on their cooking experiences and identify ways to incorporate healthy eating and meal preparation into their routines. Lessons on dining etiquette will prepare students for hosting and attending meals with confidence, while discussions on self-care will tie into the mental and physical benefits of home-cooked meals.

**Assignment Summary:**

Students will create a "Healthy Eating Journal," logging their meal preparation, dining experiences, and reflections on how cooking impacts their mood and energy levels. Weekly entries will encourage mindfulness and self-awareness, helping students connect cooking to broader health habits.

**Unit 7:           Course Reflection and Future Goals****Description:**

In this final unit, students will reflect on the life skills they've gained, particularly in relation to cooking and meal preparation. They will revisit their personal goals and assess how their new abilities in the kitchen can support their future aspirations, such as living independently or pursuing a culinary career. Students will engage in a final self-assessment and plan for how they will continue to develop these skills after the course concludes.

**Assignment Summary:**

Students will complete a comprehensive reflection portfolio that includes documentation of their cooking projects, a self-assessment of their skills, and a plan for applying these skills in the future. The portfolio encourages students to think critically about their growth and set actionable goals for continued success.

Unit 8:

Unit 9:

**Unit 10:**

**Unit 11:**

**Unit 12:**

**Unit 13:**

**Unit 14:**

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

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1. **Content Area Subcategory Code:**  
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ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
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5. **If CTE, please determine the following:**
  - a. Industry Sector
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## Instruction Page

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- Choose one of the options on the drop-down menu.
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- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Stephanie Frazier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the courses is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

Primary Phase: February 1 - June 30	Course Management Month: July 1 - July 31
<ul style="list-style-type: none"><li>• New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.</li><li>• The resubmission must be submitted to UC by the close of the Primary Phase (June 30).</li></ul>	<ul style="list-style-type: none"><li>• Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none"><li>• Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.</li></ul></li><li>• Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.</li><li>• All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.</li></ul>
<h4>Supplementary Phase: August 1 - August 31</h4> <ul style="list-style-type: none"><li>• New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.</li><li>• Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.</li></ul>	



**CLOVIS UNIFIED SCHOOL DISTRICT**  
**Corrine Folmer, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?     Yes     No

Are you seeking Honors Designation?  Yes     No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?     Yes     No

- If yes, what is the industry sector? Health Science and Medical Technology
- What is the name of the Pathway? Patient Care Pathway

Is this a ROP course?     Yes     No

- If yes, what is the industry sector? Health Science and Medical Technology
- What is the name of the Pathway? Patient Care Pathway

Is this an online/Edgenuity course?     Yes     No

Is this a CART course?     Yes     No

Is this course already approved by another school/district/program     Yes  No

- What is the name of the school/district/program? \_\_\_\_\_

Course Title: <u>Health and Medical Wellness Honors</u>	
School(s): <u>Clovis East High School</u>	
Department: <u>CTE/ROP</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Dr. Kelly Eichmann
Learning Director	Christina Foster
Principal	Dr. Ryan Eisele
Area Superintendent	Jennifer Thomas
Assistant Superintendent, CI&A	Erin Waer
Associate Superintendent	Dr. Marc Hammack

## Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

Choose:	Choose:	Choose:
<b>Department Codes – 1<sup>st</sup> Digit</b>	<b>CUSD Graduation Req – 2<sup>nd</sup> Digit</b>	<b>College Entrance – 3<sup>rd</sup> Digit</b>
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input checked="" type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input checked="" type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 7922**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Health and Medical Wellness Honors

### **Course Offered At (check all that apply):**

- |   |   |
|---|---|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input type="checkbox"/> Buchanan High School               |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School                 |
| <input type="checkbox"/> Granite Ridge Intermediate | <input checked="" type="checkbox"/> Clovis East High School |
| <input type="checkbox"/> Kastner Intermediate       | <input type="checkbox"/> Clovis North High School           |
| <input type="checkbox"/> Reyburn Intermediate       | <input type="checkbox"/> Clovis West High School            |
|   | <input type="checkbox"/> Enterprise High School             |
|   | <input type="checkbox"/> Community Day School               |
|   | <input type="checkbox"/> Gateway High School                |
|   | <input type="checkbox"/> CART                               |
|   | <input type="checkbox"/> Clovis Online                      |

### **Transcript Abbreviation – 17 Character Limit:**

**Length of Course:**     Yearlong             Semester

### **What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** This course will explore the many facets of allied and medical health and wellness. Content will relate to individuals, the community, as well as careers and institutions directly involved with nutrition, health and medical wellness. Students will explore all domains of allied health including biology, anatomy, nutrition, medical terminology, psychosocial, physical, occupational therapy, emergency medicine, and environmental elements and their impact on a person's health and medical wellness. Students will examine how one's culture, socioeconomic status, behaviors, attitudes, and heredity play a role in a person's well-being. While working within the allied medical field, acute care, and community health organizations, students will better understand healthcare needs and the importance of health screenings, preventative care, emergency care, acute care, health education, and health promotion. Students will

promote healthy behaviors and work on community health promotion events. Students will learn transferable skills related to entry-level health occupations, explore career options, and become knowledgeable with post-secondary educational pathways. Community activities are dependent on the availability of such opportunities within the district and community. Moreover, this honors course will focus on college level education in the form of dual enrollment and uni-track curriculum embedded throughout the course content. In addition, integrated throughout the course are career preparation standards, desirable employee attributes and job seeking skills, as well as personal and interpersonal skills, problem solving, and communication skills. Finally, this honors health and medical wellness course will include a culminating research component resulting in a poster session presentation.

**Prerequisites:** Prerequisites: Successful completion of health with a “C” grade or better or concurrent enrollment in biology, anatomy, or chemistry courses. Consideration can be made for student with excellent attendance and demonstration of improvement in academic courses. Recommend that student have passed Math 1, Math 2, Biology, English 10 (Required) with a “C” grade or better. It is advised students are: Eligibility for English 125 or 126. It is recommended students have an overall GPA of 3.0 or higher (Recommended)

**Course Content: For each unit provide:**

Course content:

This Course Content is not available on the A-G Course Management Portal. For more information about this course, users should directly contact the institution that authored this course.

Patient Care Pathway - Student Certifications upon successful course completion

1. CPR/BLS/First Aid, with American Heart Association, with a “84%” grade or better.

(Training required; certification dependent on funding)

2. Certificate of Completion, CUSD/CTE/ROP, with a “C” grade or better.

(Depends upon individual student academic performance and hours worked/volunteered in community)

3. Letter of Competency, CUSD/CTE/ROP lists all of the student’s skills and competencies and

can be used as an aid in obtaining employment.

(Depends upon individual student performance)

4. OSHA 10-hour General Industry Safety and Health. OSHA curriculum with CareerSafe must pass ALL of the online self-paced modules.

(Required, dependent on funding)

6. California Food Handlers Card, must pass the online self-paced module.

(Required, dependent on funding)

Health & Medical Wellness - Core Competencies:

1. Examine the effect of public health education and health promotion
2. Identify various components of health care industry
3. Develop an understanding of the elements of health and wellness
4. Examine the various factors affecting one’s wellness
5. Participate in health promotion
6. Explore various careers in health and wellness
7. Develop employment skills



1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

## Health & Medical Wellness - Course Objectives:

Students will be able to:

### Unit 1.0: Introduction to Health Care History and Trends

- 1.1 Study health education and promotion of the past, present, and future
- 1.2 Investigate community health resources and services they provide
- 1.3 Examine the impact of health promotion on public health
- 1.4 Examine the impact of traditional and alternative health care

### Unit 2.0: Health Occupation and Safety

- 2.1 Develop a working knowledge of ethics, legal responsibility, and professionalism in the health care setting.
- 2.2 Become familiar with personal and workplace safety
- 2.3 Understands legal and ethical responsibility in the health care setting including patient's rights, HIPAA, and mandated reporting requirements
- 2.4 Demonstrates knowledge of universal precautions and OSHA

### Unit 3.0: Confidentiality and Clients Rights

- 3.1 Become familiar with issues of patient confidentiality and patient rights
- 3.2 Become familiar with the care of the terminally ill
- 3.2 Examine the impact of patient death on the care provider

### Unit 4.0: Patient Care Skills

- 4.1 Trained in entry level skills in patient care
- 4.2 Correctly and accurately assess patient's health status
- 4.3 Accurately collect vital sign data to include temperature, pulse, heart rate, respiration, and blood pressure.

## Unit 5.0: Getting a Job in Health Care

- 5.1 Develop pre-employment skills
- 5.2 Demonstrate knowledge of basic computer skills
- 5.3 Able to complete a job application and resume

## **Unit 6.0: Promotion of Nutrition, Health, and Wellness (Uni-Track)**

- 6.1 Examine the impact of risk-taking behaviors on the health and safety including smoking, alcohol consumption, and drug use
- 6.2 Examine cultural differences and their influence in one's health
- 6.3 Study the consequences of lifestyle and heredity on adult health
- 6.4 Investigate the impact of socioeconomics on one's health
- 6.5 Have an understanding of behavior modification theories
- 6.6 Brainstorm, plan, and implement health promotion events
- 6.7 Develop presentations and exhibits that promote a healthy lifestyle
- 9.8 Assess and evaluate the use of carbohydrates, fats, protein, vitamins, minerals, and water in building members of tissue
- 9.9 Draw conclusions about and appraise the ongoing impact of the elements of nutrition and anatomy and physiology
- 9.10 Utilize and apply various food grouping plans
- 9.11 Evaluate how their diet can be modified to meet the US Recommended Dietary Allowances
- 9.12 Access and utilize reliable nutrition resources, demonstrate understanding of their use and purpose
- 9.13 Critically analyze current nutrition and health related issues for reliability and legitimacy
- 9.14 Identify, describe, compare and contrast the major macronutrients and micronutrients, and understanding their physiologic role throughout the lifecycle
- 9.15 Understanding the relationship between nutrition, health and diseases of lifestyle
- 9.16 Develop and analyze a diet plan using evidence-based standard

## **Unit 7.0: Occupational Therapy Medical Terminology (Dual Enrollment)**

- 7.1 Differentiate between the uses and meaning of medical terms formed from related root vocabulary
- 7.2 Analyze word parts and demonstrate ability to write medical terms correctly
- 7.3 Use their knowledge of prefixes, suffixes, and roots to ascertain meanings of words with which they are not familiar
- 7.4 Apply knowledge of anatomy and word parts to analyze medical terminology and its applications so as to prevent errors in medical records and in directions and applications of the terminology
- 7.6 Identify the full and complete definition of 160 prefixes, suffixes, and word roots
- 7.7 Construct medical words from prefixes, suffixes, and word roots
- 7.7 Spell medical words correctly
- 7.8 Demonstrate an understanding of the meaning of medical words by using prefixes, suffixes, and word roots
- 7.9 Label anatomy of the various body systems covered

## **Unit 8.0: Understanding Human Anatomy**

- 8.1 Demonstrate understanding of the structure and function of the human body
- 8.2 Have an understanding of disease processes in the human body
- 8.3 Label anatomy of the various body systems covered

## **Unit 9.0: Cardiopulmonary Resuscitation, Basic Life Support, and First Aid Skills**

- 9.1 Demonstrates proficiency in cardiopulmonary resuscitation (CPR)
- 9.2 Demonstrates proficiency in Basic Life Support (BLS)
- 9.3 Demonstrates proficiency in first aid

## **Unit 10.0: Patient Transport**

- 10.1 Students will demonstrate how to transition and transport a patient.
- 10.1 Motion and forces will be analyzed along with conservation of energy and motion

## **Unit 11.0: Community Service**

- 11.1 Explore and investigate various careers in the health care industry

11.2 Describe the role of selected health care workers, including personal characteristics, levels of education, and certification requirements.

11.3 Examine the importance of good medical interpersonal skills

Course Content: For each unit provide:

Unit 1.0 Introduction to History and Trends of Health Care (3 weeks)

During this unit students will conduct a preliminary search on the history and trends of health care and the health care system. Exploration will occur through classroom assignments, presentations, and discussions on health care. Other focus areas of this unit will include student expectations, study preparation and habits, and time management strategies to be successful throughout this course.

Key Assignment:

Students will research at least two significant historical changes that have been shown to improve health care in the United States. Students will develop a 5-10 Microsoft PowerPoint presentation (PPT) demonstrating their research on health care trends. Covering the history and trends of health care as well as significant historical events, students will present their PPT demonstrating their knowledge and research, covering the history and trends of health care as well as significant historical events. Students will then write a 350-word essay comparing and contrasting two periods in time of medical history to include treatment and technology.

Unit 2.0 Health Occupational Safety (2 weeks)

There will be two focus areas of study for this unit: 1) the OSHA for health careers and 2) safety awareness. This unit will include occupational safety with a focus on a hospital and clinical settings, ergonomics, and sexual harassment. In addition, the instruction will define OSHA, and why safety matters from personal and professional perspective. Students will be trained on the OSHA 10 (for Health Care professionals). Moreover, students will have the opportunity to earn a nationally recognized OSHA 10 (for Health Care Professional) certification through careersafe.com, with a specific focus on Health Insurance Portability Accountability Act (HIPAA) as well as the Food Handlers Certification.

Key Assignments:

Students will demonstrate the use of Personal Protective Equipment (PPE) to the class through development of an educational training video demonstrating when to use the

equipment, how to use the equipment, and under what circumstances to use these safety measures.

Students will be able to successfully complete medically related legal and ethical responsibility responses based on case studies to demonstrate competency. Situational scenarios will be given to students in collaborative groups. Each group will have 20 minutes to prepare for to demonstrate their knowledge and depth of the competency. Students will be required to use proper medical terminology and techniques in their presentation.

### Unit 3.0 Confidentiality and Client Rights (1 weeks)

In this unit, students will learn patients' rights and abuse reporting through direct instruction, online video tutorials, and guest speakers. Using the Socratic instructional method, students will discuss examples in the workplace of ethics and morals. Students will analyze a variety of scenarios regarding mandatory reporting through Ombudsman and other related sources with a focus on mandatory reporting of patient care. Students will demonstrate their understanding of confidentiality concerns in the health care arena with a focus on HIPAA. Utilizing the [careersafe.com](http://careersafe.com) website, students will explore the training on HIPAA laws and impact on health care.

#### Key Assignments:

Students will analyze two patient care case studies illustrating a) HIPAA violation, and b) a client's rights or abuse violation. Students determine the moral, legal, and ethical considerations such as mandated reporter, abuse, death and dying, etc. In a small collaborative group, students will write a Ombudsman report demonstrating the possible client rights violation.

Students will use [careersafe.com](http://careersafe.com) to complete the seventh module as part of the CareerSafe, OSHA 10 certification. Additionally, students will write a 3–5-page paper summarizing the purpose of HIPAA regulations. Sources may be from the internet and other reliable sources for HIPAA laws and regulations. Current news articles involving HIPAA regulation infractions with specific information must be included along with recommended procedures in compliance with HIPAA law use. APA format required.

### Unit 4.0 Patient Care Skills (6 weeks)

Students will be able to demonstrate basic patient care skills related to nursing, medical assisting, dietetics, rehabilitation therapies, and public health industries. Lessons will include video scenarios, small group discussions, case studies, hands on demonstration, and community classroom occupational work experience.

## Key Assignment:

Patient care skills will be assessed through case studies and scenarios in classroom lab along with observation in their onsite work environment through community classroom:

Utilizing sample intake forms, students will interact with patients to collect accurate patient information, including notation of presenting of symptoms. Students will understand how to use, the Electronic Health Records (EHR) along with advantages and disadvantages.

Students will perform simulated exam room procedures in the classroom lab including appropriate questions necessary for patient/health care provider communication and assessing body vitals (height, weight, temperature, blood pressure, and pulse).

Demonstrate how to prepare patients for procedures, including charting necessary and relevant information, vitals, and advising patient for preparation of the situation specific to the procedure.

Demonstrate collection of specimen collections such as urine, blood, stool samples and the necessary guidelines for returning samples to the laboratory.

## Unit 5.0 Getting That First Health Care Job (1 weeks)

Through direct instruction provided by classroom teacher, guest instructors, online video tutorials, and viewing sample career portfolios, students will create a portfolio to include a resume, cover letter, application, and letters of request, and interview thank you letters. Students will identify current elements to be included in their resume and include both past and current accomplishments such as leadership roles, club involvement, paid/unpaid work experience. Collaborative groups with their peers will be used to perfect each other's interview skills and application portfolios.

## Key Assignments:

Using a sample resume template, students will be assigned one public or allied career professional to research, explore, and apply for employment. The application process will include their own current portfolio as well as a list of certifications, skills, and degree needed in order to someday be eligible for consideration. Portfolio will include letter of interest, application, resume (i.e. work experiences), awards, letter of recommendation, and a list of references. Students will submit the completed resume

via email to the instructor simulating a “real” job submission, as well as a printed physical copy.

**Unit 6.0 Promotion of Nutrition, Health, & Wellness – CSUF Uni-Track (meets “Lifelong Learning and Self-Development Area E) (See Signature Assignment) (9 weeks)**

Through direct and indirect learning modalities, students will learn about personal and community health, wellness, and nutrition. Through the Socratic teaching modality, students will learn about the nutrition and diet planning focused on the leading causes of death in the United States. In this unit students will learn the science of nutrition through direct and indirect instruction, as demonstrated by ROP/CTE classroom teacher, guest speakers, and uni-track enrolled instructor.

**Key Assignment:**

Through traditional objective assessment modalities, students will demonstrate their knowledge of the science behind nutrition as part of the uni-track college enrollment course (i.e. CSUF Nutrition 53). Students will demonstrate their understanding of diet planning skills by conducting a three-day extensive personal diet plan.

Signature Assignment: Articulated

**DIET ANALYSIS PLUS ASSIGNMENT**

**Objectives:**

- The student will be able to analyze their current dietary habits using the ESHA (Food Processor) Diet Analysis on-line program.
- The student will be able to evaluate their 3-day dietary intake against the USDA Dietary Guidelines for Americans as well as a set of recognized dietary standards as detailed in their textbook and discussed in class.
- The student will be able to complete a written report using listed criteria, which includes a personal plan for dietary changes.
- The student will be able to design a diet plan based on the USDA Dietary Guidelines for Americans.

This assignment has three phases:

- Data Collection - 3 Days (2-weekdays, 1-weekend day) Dietary data collection on provided food intake forms
- Data Input - Accurate data input into online Diet Analysis program
- Discussion and Analysis – Discussion and analysis of Diet Analysis data

This assignment has two sections assembled exactly as detailed in the Table of Contents example:

- Section 1 – Discussion and Analysis
  - Times New Roman or Arial font 12, 1” Margins; Double Spaced
  - Length 8 – 10 + numbered pages, 2250 + words (not including tables, graphs, or references)
- Section 2 – Presentation of Data

**Data Collection** - Choose three days, one of which is either a Saturday or Sunday, for which you will record your food intake and daily activities on the provided Food Intake and Activity Worksheet. List each food, how it was prepared, and the exact amount you consumed. Include a column on your emotional status during meal or snack time. Record your exercise activities, the duration of exercise in minutes, and the intensity of exercise. It is important that these worksheets be recorded as accurately as possible, pay specific attention to portion sizes and descriptions of food items. Completed Food Intake and Activity Worksheets must be included with your portfolio.

**Data Input** – Input data into the computer program according to the instructions given in class OR website directions to obtain a computerized diet analysis. Based on your daily activities, choose an appropriate activity level when requested on the computer program. Type food items consumed for each of the three days separately, as a result you will be able to printout a nutrient summary for each day as well as a three-day average.

Please note some additional recommendations. First, include in your "diet" analysis ONLY foods, NO supplements, bars, or powders. You may select to complete a fourth day to compare, if you would like and include non-whole food items. Second, use bottled water ONLY when recording water intake (tap water will NOT give you an accurate assessment of your actual micronutrient intake). Finally, do NOT create a recipe of your own. If you can't find the exact food item, select a food that is similar in terms of macro and micronutrient content.

**Discussion and Analysis** - Using the information obtained from the Diet Analysis printout, information presented in class lectures, and information printed in the text, you will analyze and evaluate your diet in comparison to the Dietary Guidelines for Americans (i.e. MyPlate) and other recognized dietary standards. Additionally, you will develop a personal plan to improve dietary habits.

This assignment must be presented in an essay format following the provided Table of Contents template EXACTLY. The Discussion and Analysis sections must include



introductory and concluding paragraphs. Papers should be proofread free of grammatical errors and misspelled words.

Nutrition 53 Learning Objectives: Students will be required to:

- 9 Assess and evaluate the use of carbohydrates, fats, protein, vitamins, minerals, and water in building members of tissue
- 10 Draw conclusions about and appraise the ongoing impact of the elements of nutrition and anatomy and physiology
- 11 Utilize and apply various food grouping plans
- 12 Evaluate how their diet can be modified to meet the US Recommended Dietary Allowances
- 13 Access and utilize reliable nutrition resources and demonstrate understanding of their use and purpose.
- 14 Critically analyze current nutrition and health related issues for reliability and legitimacy
- 15 Identify, describe, compare and contrast the major macronutrients and micronutrients, and understanding their physiologic role throughout the lifecycle
- 16 Understanding the relationship between nutrition, health and diseases of lifestyle
- 17 Develop and analyze a diet plan using evidence-based standards

### **Unit 7.0 Occupational Therapy - Medical Terminology – Dual Enrollment CCC OT 10 (9 weeks)**

In this unit students will learn the basics of medical terms and abbreviations through direct and indirect instruction, as demonstrated by ROP/CTE classroom teacher, guest speakers, and dual enrolled instructor. The primary focus will be on medical terms and abbreviations commonly used in a patient care, with an emphasis on nursing, medical assisting, dietetics, rehabilitation therapies, and health industries. As part of the dual enrollment articulation: Students will be able to identify, define, spell, and use the most common medical terminology applied in patient care charting and documentation. In addition, this 3-unit dual enrolled course provides students an opportunity to learn medical vocabulary with a concentration on prefixes, suffixes, and root words. Emphasis is given to word dissection and definitions as applied to the body systems including the terminology used in examinations, diagnosis, procedures, laboratory investigations, and medical reports. (A, CSU)

Key Assignment:

Create a chart divided up between Greek, Latin, and Anglo-Saxon roots and affixes referring to human anatomy and diseases. Additionally, in their reflection journals,

students will write down terminology encountered at the work site for classroom discussion and meaning.

### Signature Assignments:

**Article Assignment:** This assignment is designed to provide an opportunity to apply learned information to the readings and interpretation of medical terms within the content of the professional literature and documents.

**Reports and Presentation Assignments:** Designed to apply medical terms and gain an in-depth perspective on a body system with analysis disease pathology, treatment, interventions, and prognosis through the creation of an informative digital presentation.

**OT 10 Dual Enrollment Learning Outcomes:** In the process of completing this course, the student will:

8. Differentiate between the uses and meaning of medical terms formed from related root vocabulary
9. Analyze word parts and demonstrate ability to write medical terms correctly
10. Use their knowledge of prefixes, suffixes, and roots to ascertain meanings of words with which they are not familiar
11. Apply knowledge of anatomy and word parts to analyze medical terminology and its applications so as to prevent errors in medical records and in directions and applications of the terminology

### **Course Objectives:**

12. Identify the full and complete definition of 160 prefixes, suffixes, and word roots
13. Construct medical words from prefixes, suffixes, and word roots
14. Spell medical words correctly
15. Demonstrate and understanding of the meaning of medical words by using prefixes, suffixes, and word roots
16. Label anatomy of the various body systems covered

### **Unit 8.0 Human Anatomy (3 weeks)**

Students will learn through textbook as well as human models, the basics of anatomical locations of the human body, to include function of the major body systems.

### **Key Assignments:**

Research and write a 4–5-page research paper, appropriately APA formatted, on a selected system. Paper will include the description of the system, description of disease,

causes of disease, symptoms of a hypothetical patient, diagnosis, recommended treatment, course of prevention of recurrence (including diet and exercise) and/or rehabilitation. Paper should also address group susceptibility, age, gender, race, ethnicity, socioeconomic status, and environment.

### Unit 9.0 Cardiopulmonary Resuscitation and First Aid Skills (3 weeks)

Hands on demonstration of cardiopulmonary resuscitation (CPR), Basic Life Support (BLS), use of automated external defibrillator (trainer), first aid, and vital sign assessments will be taught. Students will demonstrate their competency and understanding of patient care in an emergency situation through mock scenarios to be appropriately practiced on their classmates. Patient care emergency situations include CPR, use of AED, first aid, obtaining vital signs, placing patients in recovery positions, wound care, and stabilizing patients for transport.

#### Key Assignments:

By collecting accurate vital sign data such as body temperature, blood pressure, pulse, respiration, and oxygen saturation using the appropriate instruments, students will perform patient care assessments in an emergency situation. Students will perform CPR/BLS and placement of an AED (on mannequin), perform simulated basic first aid on each other (classmates), students will use thermometers, pulse/ox meters, stethoscopes and sphygmomanometer to demonstrate the technique needed to assess vital signs as a formative assessment, will demonstrate the steps for approaching a patient, calling EMS, and assessing a patient. Finally, after performing life saving measures, students will demonstrate the ability to place a patient in a recovery position. At the end of the unit, students will be provided the opportunity to earn CPR/BLS Certification.

### Unit 10.0 Patient Transport (1 weeks)

Students will learn through direct and indirect instruction, demonstration by teacher, guest instructors, internet exploration, and/or visiting local health care facilities/universities. Students will demonstrate how to transition and transport a patient. Motion and forces will be analyzed along with conservation of energy and motion.

#### Key Assignment:

By collecting accurate vital sign data such as body temperature, blood pressure, pulse, respiration, and oxygen saturation using the appropriate instruments, students will perform patient care assessments in an emergency situation. Students will perform CPR

and placement of an AED (on mannequin), perform simulated basic first aid on each other (classmates), students will use thermometers, pulse/ox meters, stethoscopes and sphygmomanometer to demonstrate the technique needed to assess vital signs as a formative assessment, will demonstrate the steps for approaching a patient, calling EMS, and assessing a patient. Finally, after performing life saving measures, students will demonstrate the ability to place a patient in a recovery position. Students will then chart vital signs data on a patient assessment form.

Students will take the written exam portion of the CPR/BLS industry based exam. If students pass with a 84% or higher, they will take the practical skills CPR exam for their certification.

#### Unit 11.0 Community Service and Workplace Readiness (3 weeks)

Opportunities will be provided for students to work extended hours in the community volunteering in a variety of public and medical health related venues applying their classroom skills. Students are expected to volunteer in the community for at least 100 hours of community service through on site work-based community classroom.

#### Key Assignments:

A portfolio will be completed to include the following: Letter of interest, two letters of recommendation, resume, transcripts with GPA, health clearances (may include but not limited to flu shot, TB test, and all vaccinations childhood vaccines, depend upon facility requirements or recommendations), work samples, certifications (CPR, eFood Handlers card, OSHA10 for the Health Care Worker).

Honors Competencies required for each work site reflecting coursework from all noted units of study. Comprehensive Exams: Mid-term examination and Comprehensive final examination. Each exam will have multiple-choice, true or false, and/or matching questions and essay questions. The final exam is comprehensive and will follow the same format as other exams during the semester. The four exams, one mid-term, and one comprehensive final examination will be held in class. Students will have 1 hour and 30 minutes to complete each exam, mid-term, and comprehensive final examination. Students will be provided with scantron forms 882, a #2 pencil, and a calculator for all examinations.

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL: [www.careersafe.com](http://www.careersafe.com)

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: Medical Terminology for Health Professions

Edition: 8th edition

Publication Date: 2018

Publisher: Cengage

Author(s): Ann Ehrlich, Carol Schroeder, Laura Ehrlich, and Katrina Schroeder

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: Introduction to Health Care

Edition: 4<sup>th</sup> Edition

Publication Date: 2017

Publisher: Cengage

Author(s): Dakota Mitchell and Lee Haroun

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: Nutrition from Science to You

Edition: 4<sup>th</sup> Edition

Publication Date: 2019

Publisher: Pearson

Author(s): Joan Salge Blake, Kathy Munoz, and Stella Volpe

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
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Website URL:  
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Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

**\*This section to be completed by Jeff Hodges (the non-honors version of this course is already A-G approved)**

1. Content Area Subcategory Code:  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
2. Course Section Instructional Level:  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
3. Content Standards Alignment Code:
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
4. Course Non-Standard Instructional Level:  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
5. If CTE, please determine the following:
  - a. Industry Sector Health Science and Medical Technology
  - b. CTE Pathway Patient Care Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone) Capstone
  - d. HP (Honors) Y/N YES



## Instruction Page

### Instructions for New Courses Being Submitted to UC for "a-g" Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Jeff Hodges in the Curriculum & Instruction Department at Extension 70605 or at [jeffhodges@cusd.com](mailto:jeffhodges@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on "Submit a New Course"
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Carol Shanahan will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Phase 1.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 - September 15:

### Phase 1 (February 1 - May 31)

New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (September 15).

### Phase 2 (June 1 - July 31)

New course initially submitted during Phase 2 have only one opportunity for resubmission. Resubmissions must be sent to UC by the close of the "a-g" course submission period (September 15).

### Phase 3 (August 1 - September 15)

New courses initially submitted during Phase 3 have no opportunity for resubmission. Any courses not initially approved during Phase 3 will need to be submitted to UC in the following year's "a-g" course submission period.





**CLOVIS UNIFIED SCHOOL DISTRICT**  
**Corrine Folmer, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Animal & Livestock
- What is the name of the Pathway? Animal Science

Is this a ROP course?       Yes       No

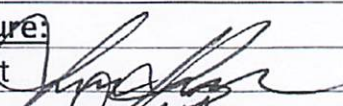
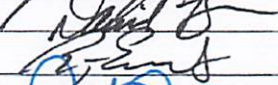

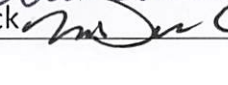


- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program? \_\_\_\_\_

Course Title: <u>Introduction to Animal Science Jr. High</u>	
School(s): <u>Reyburn Intermediate</u>	
Department: <u>Agriculture</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Jennifer Knight 
Learning Director	Daniel Bravo 
Principal	Ryan Eisele 
Area Superintendent	Jennifer Thomas 
Assistant Superintendent, CI&A	Erin Waer 
Associate Superintendent	Marc Hammack 

# Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

**Choose:**

**Choose:**

**Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input checked="" type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input checked="" type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

## CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 9400**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:**

**Course Offered At (check all that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Alta Sierra Intermediate        | <input type="checkbox"/> Buchanan High School     |
| <input type="checkbox"/> Clark Intermediate              | <input type="checkbox"/> Clovis High School       |
| <input type="checkbox"/> Granite Ridge Intermediate      | <input type="checkbox"/> Clovis East High School  |
| <input type="checkbox"/> Kastner Intermediate            | <input type="checkbox"/> Clovis North High School |
| <input checked="" type="checkbox"/> Reyburn Intermediate | <input type="checkbox"/> Clovis West High School  |
|  | <input type="checkbox"/> Enterprise High School   |
|  | <input type="checkbox"/> Community Day School     |
|  | <input type="checkbox"/> Gateway High School      |
|  | <input type="checkbox"/> CART                     |
|  | <input type="checkbox"/> Clovis Online            |

**Transcript Abbreviation – 17 Character Limit:** Jr. High Intro An Sci

**Length of Course:**     Yearlong             Semester

**What grade level(s) is this course designed? (Check all that apply)**

- 7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course’s content: This information will be used in the course description booklet.*

**Course Description:** In this junior high animal science class, students will explore the fascinating world of animals through various lenses, including growth, nutrition, and behavior. They'll learn about the roles animals play in society, the importance of humane treatment, and the diverse breeds and genetics of livestock. Additionally, the course will cover small and companion animals, fostering a comprehensive understanding of their care and significance. Through hands-on activities and interactive discussions, students will develop a deeper appreciation for livestock and their impact on our lives.

**Prerequisites:**            7<sup>th</sup> grade semester long agriculture recommended but not required

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1 : **Basics of Living Things-** In this unit, students will embark on an exciting journey into the world of living organisms, focusing on the fundamental characteristics that define all life forms. We will start by exploring the differences between plant and animal cells, delving into their structures and functions. Students will learn to identify and describe the key parts of animal cells, such as the nucleus, mitochondria, and cell membrane, and understand their vital roles in maintaining life.

Next, we will investigate the essential needs of all animals, including food, water, shelter, and air, and discuss what it means for an animal to thrive in its environment. This exploration will lead to engaging discussions about how various species adapt to their habitats and the importance of biodiversity.

Additionally, the unit will introduce the concept of production livestock, examining the relationship between these animals and humans. Students will learn about the role livestock play in agriculture, how they are cared for, and their significance in food production and economic sustainability.

Throughout this unit, students will participate in hands-on activities, collaborative projects, and discussions that foster critical thinking and curiosity about the living world around them. By the end of the unit, students will have a solid understanding of the basic foundations of life and the interconnectedness of living organisms with their environments and each other.

**Culminating Unit Project:** For the unit on the foundations of living organisms, students will create a detailed shoebox diorama representing a selected livestock species, showcasing the various resources that the chosen animal needs to thrive in its environment. Each student will choose one livestock animal, such as cattle, pigs, sheep, goats, or chickens, and use a shoebox or similar-sized container to depict the animal's living environment. The diorama should include realistic representations of the animal, its habitat, and essential resources, including a water source (e.g., trough or pond), the type of feed (e.g., hay or grain), and the shelter or pen where the animal resides. Additionally, students will incorporate elements representing basic medications or vaccinations relevant to their species, such as vaccination bottles or first aid kits.

To enhance their diorama, students will create a key that labels each resource and provide brief descriptions (3-5 sentences) for each item, explaining its importance to the animal's health and well-being. Students will then present their dioramas to the class, discussing their choices and how each resource contributes to the thriving of their selected livestock species. This project will be assessed based on creativity and presentation, accuracy of representations, detail and clarity of descriptions, and the quality of the oral presentation. Through this engaging activity, students will synthesize their learning about animal needs and their relationship with the environment, while also fostering creativity and communication skills.

Unit 2: **Animal Growth and Nutrition-** In this unit, students will explore the world of animal growth and nutrition, focusing on the life cycles and growth patterns of key livestock species, including cattle, sheep, goats, and hogs. Through interactive lessons and hands-on activities, students will examine the different stages of growth for each species, from birth to maturity, and learn how these stages impact nutritional needs.

Students will delve into the specific nutritional requirements of each livestock species, considering factors such as age, growth rate, and physical demands throughout various seasons. They will gain an understanding of how balanced diets contribute to healthy growth and productivity, as well as the role of key nutrients in animal health.

Additionally, the unit will emphasize the importance of salt blocks, minerals, vitamins, and supplements in livestock nutrition. Students will learn how these components support overall health, prevent deficiencies, and enhance growth. By the end of the unit, students will have a comprehensive understanding of the relationship between nutrition and growth in livestock, equipping them with the knowledge to make informed decisions about animal care and management.

**Culminating Unit Project:** For the culminating project of our unit on animal growth and nutrition, students will work in pairs to create a large-scale graphic organizer that illustrates the different life stages of a designated livestock species, such as cattle, sheep, goats, or hogs. Each partnership will be assigned a specific species and will investigate its key life stages, which typically include stages such as neonate, weaning, growing, finishing, and mature adult. Students will identify and summarize the characteristics of each stage while researching the nutritional demands associated with them, including necessary proteins, vitamins, minerals, and any specific dietary needs.

The graphic organizer should be visually appealing and informative, clearly outlining each life stage along with its corresponding nutritional requirements. Students are expected to include pictures or illustrations of the livestock at each stage, accompanied by descriptive text explaining the growth characteristics and nutritional needs. Each pair will prepare to present their graphic organizer to the class, discussing each life stage and showcasing their images, which will help reinforce their understanding of the material and improve their presentation skills.

Once completed, the graphic organizers will be displayed throughout the classroom, allowing classmates to gather information to complete a guided note sheet. Assessment will focus on content accuracy, creativity and design, detail and clarity of explanations, and presentation skills. This project will deepen students' understanding of animal growth and nutrition while fostering collaboration, research skills, and creativity. Engaging with their peers' work will enhance their learning experience through shared knowledge.

**Unit 3: Animal Breeds and Genetics-** In this unit, students will delve into the fascinating world of animal breeds and genetics, gaining a deeper understanding of genetic diversity and the various breeds within a species. This exploration will support the 8th grade general science curriculum by reinforcing fundamental concepts of genetics, including dominant and recessive traits.

Students will learn how to create and solve Punnett squares to predict the probability of specific traits appearing in offspring. They will engage in hands-on activities that demonstrate allele pairing and the basics of genetic coding, allowing them to visualize how traits are inherited across generations. Through discussions and research, students will examine the significance of genetic diversity in animal populations and the role it plays in health, adaptability, and breed development.

By the end of the unit, students will not only grasp essential genetic principles but also appreciate the importance of biodiversity within animal breeds, setting a solid foundation for their future studies in genetics and biology.

**Culminating Unit Project:** Students will work in groups of four to create a unique mystery animal. Each group will receive two envelopes: one containing maternal traits and the other containing paternal traits of their assigned mystery species. The students will pair these traits and solve Punnett squares for each characteristic, predicting the traits of their offspring based on genetic principles.

Using the information gathered from their Punnett squares, students will then utilize provided craft supplies to build a representation of their mystery offspring. In addition to the physical model, they will create a species name, breed name, and common name for their animal, incorporating their understanding of genetic diversity and trait inheritance.

Once their projects are complete, each group will present their mystery animal to the class, explaining the traits they chose, the process of their genetic calculations, and the reasoning behind their naming conventions. Following the presentations, the class will vote on their favorites in three categories: "Favorite Animal," "Most Unique Animal," and "Most Diverse Animal."

This project encourages creativity, collaboration, and application of genetic concepts, while also allowing students to engage in friendly competition and peer evaluation. By the end of the activity, students will have a tangible understanding of genetic diversity and inheritance within animal breeds.

**Unit 4: Small Ruminants- Goats & Sheep-** In this unit, students will explore the world of small ruminants, focusing on the top five breeds of goats and sheep. They will learn to identify and explain the physical differences between each breed, including coat type, coat color, ear shape, muscle composition, maternal capabilities and more! This knowledge will provide a solid foundation for understanding the diversity and characteristics of these important livestock animals.

Students will also delve into the basics of small ruminant behavior, gaining insights into how these animals interact with their environment and each other. A key component of the unit will involve practical experience; students will observe the school's goat and sheep flock, practicing how to move these animals from one location to another. This hands-on activity will help them apply their theoretical knowledge in a real-world setting, enhancing their understanding of animal management and care.

By the end of the unit, students will have a comprehensive understanding of small ruminants, their breeds, and behaviors, equipping them with valuable skills for future studies in animal science and agriculture.

**Culminating Unit Project:** Students will research how FFA members showcase goats and sheep at their local county fairs. Working in pairs, students will research the specifics of showmanship, including grooming, presentation techniques, and judging criteria, to understand the skills and practices involved in successfully exhibiting these animals.

After completing their research, each pair will create a cardboard cutout of their assigned goat or sheep breed, carefully decorating it to resemble the specific breed they studied. They will pay close attention to details such as coat type, color, ear shape, and other physical characteristics that define their chosen breed.

At the conclusion of this project, students will participate in a mock showmanship demonstration, using their cardboard cutouts to simulate a livestock show; showcasing their knowledge of showmanship techniques.

This project not only reinforces students' understanding of goat and sheep breeds but also enhances their teamwork, creativity, and presentation skills. By engaging in a hands-on, competitive demonstration, students will gain a deeper appreciation for the role of small ruminants in agricultural practices and the art of showmanship.

**Unit 5: Large Ruminants- Cattle-** In this unit, students will explore the fascinating world of large ruminants, focusing specifically on cattle. They will begin by learning about the unique design of the ruminant digestive system, including its various parts and functions. Students will gain an understanding of how this specialized digestive system supports the nutritional needs of ruminants and will identify other livestock species that share this digestive trait.

Additionally, students will study the top five breeds of beef cattle and the top five breeds of dairy cattle. They will examine the distinct traits of each breed, including physical characteristics and points of origin, enhancing their ability to identify and differentiate among these breeds.

The unit will also cover basic cattle behavior, providing students with insights into how cattle interact with their environment and each other. Practical skills will be emphasized as students learn how to safely move cattle using a halter, applying their theoretical knowledge in hands-on situations.

By the end of the unit, students will have a comprehensive understanding of beef cattle, their digestive systems, and behaviors, equipping them with valuable knowledge for future studies in animal science and agriculture.

**Culminating Unit Project:** For the culminating project of our unit on large ruminants, students will research how FFA members exhibit beef and dairy cattle at county fair livestock shows. Working in pairs, students will explore the specific practices involved in showmanship, including grooming, presentation techniques, and judging criteria that are vital for successfully exhibiting cattle.

Each pair will be assigned a beef or dairy cattle breed and will create a cardboard cutout to represent that breed. Students will decorate their cutouts to accurately reflect the physical characteristics and unique traits of their assigned breed, paying attention to details such as coat color and patterns.

At the conclusion of the project, students will participate in a mock livestock show, utilizing their cardboard cutouts to simulate the exhibition process.

This engaging project will not only reinforce students' knowledge of beef and dairy cattle breeds but also enhance their teamwork, creativity, and public speaking skills. By participating in a hands-on demonstration, students will gain a deeper appreciation for the role of showmanship in agriculture and the significance of proper livestock care.



**Unit 6: Monogastric Livestock- Horses & Swine-** In this unit, students will explore the fascinating world of monogastric livestock, with a focus on horses and swine. They will gain a comprehensive understanding of the digestive systems of these animals, learning about the anatomy and functions of the various digestive organs. The curriculum will cover the types of feeds suitable for horses and swine, emphasizing their nutritional requirements and dietary needs. Additionally, students will study the top five breeds of swine and horses, focusing on characteristics such as coat type, color, ear shape, and body composition, enabling them to accurately identify and distinguish between different breeds. The unit will also include observational opportunities, where students can watch horses and swine to better understand their behaviors. They will learn effective techniques for moving and handling these animals safely and humanely. Through a combination of theoretical knowledge and practical experience, students will deepen their appreciation for monogastric livestock, equipping them with essential skills for future endeavors in animal science and agriculture.

**Culminating Unit Project:** For the culminating project of the unit "Monogastric Livestock - Horses and Swine," students will take on the role of agricultural literacy advocates by creating a billboard about their assigned breed of either swine or horses. Utilizing a Canva template provided by the instructor, each billboard will showcase specific breed characteristics, behavior qualities, and identifiable appearance traits, along with a variety of engaging images. To promote anonymity, project submissions will be kept unnamed, allowing the class to vote on which billboard is the most appealing and informative—essentially one that would catch their eye and compel them to stop and read.

This project will not only reinforce the students' understanding of their chosen breed but also enhance their skills in design and communication.

**Unit 7: Small Specialty Animals- Rabbits & Poultry-** In this unit, students will delve into the unique production principles that govern small livestock, with a focus on rabbits and poultry. They will gain insights into the vertically integrated poultry industry, exploring how different components work together to produce poultry products efficiently. Students will also study the top five meat rabbit breeds, along with the top five breeds of meat and egg-laying chickens, learning to identify and differentiate between them based on their characteristics and production traits.

Additionally, the unit will cover the turkey industry, highlighting the unique challenges it faces, from management practices to market demands. Practical experiences will play a significant role, as students will have the opportunity to work directly with layer hens on campus. They will practice various animal management techniques in the areas of chicken health, hygiene, nutrition, and egg production. Through this hands-on approach, students will develop a comprehensive understanding of small livestock production, preparing them for future endeavors in animal agriculture.

**Culminating Student Project:** For the culminating project, students will create an informative health care flyer designed for new hen owners. This flyer will serve as a practical resource, providing essential information to help new owners care for their chickens effectively.

Students will include a general supply list for getting started, outlining necessary items such as housing, bedding, feeding equipment, and health supplies. The flyer will also cover important hygiene practices to maintain a healthy flock, including cleaning routines and biosecurity measures.

Additionally, students will develop a detailed feed schedule that tracks the dietary needs of chicks as they mature into laying hens. They will outline best practices for egg collection, sanitation, and storage procedures to ensure optimal egg quality. This project will not only reinforce the students' understanding of poultry care but also enhance their skills in creating clear and informative educational materials for the community.

**Unit 8: Companion Animals- Dogs, Cats & Small Pets**- In this unit, students will explore the specialty animal sector and its significant role within the agriculture industry. The curriculum will introduce the basic concepts of working animals, covering a range of roles from livestock herding dogs to K-9 officers. Students will also gain foundational knowledge in veterinary science principles, essential for understanding animal health and care.

Additionally, the unit will delve into small animal grooming practices, nutrition, and health management, providing students with practical skills for caring for companion animals. They will study the top five dog and cat breeds, focusing on their characteristics, behaviors, and needs. Through a combination of theoretical learning and hands-on activities, students will develop a comprehensive understanding of the importance of companion animals in our lives and the agricultural sector. This unit will equip them with the knowledge and skills necessary for future work in animal care and management.

**Culminating Unit Project:** For the culminating project of the "Companion Animals and Pets" unit, students will first learn basic veterinary hospital restraint techniques as a whole group. Following this instruction, they will work in partnerships using life-size stuffed animals representing dogs or cats to practice these restraint techniques in a hands-on environment.

Once students feel comfortable with the various restraints, they will collaborate to create a comprehensive document outlining the steps for an assigned restraint. This document will not only detail the procedural steps involved but also explain the rationale behind the use of that specific restraint by veterinarians or veterinary assistants.

Students will discuss the importance of proper restraint techniques for ensuring the safety of both the animal and the veterinary staff, highlighting factors such as minimizing stress and preventing injury. This project will reinforce their understanding of veterinary practices while enhancing their teamwork and communication skills, preparing them for future roles in animal care and veterinary science.

**Unit 9: Animal Careers & Animal SAE Opportunities**-In this unit, students will explore a wide range of career opportunities within the livestock and specialty animal sectors of agriculture. They will learn about various roles available in these fields, including the education and training required to pursue these careers. This exploration will encourage students to brainstorm and identify specific careers that pique their interest, fostering a sense of direction for their future aspirations.

Additionally, the unit will introduce Supervised Agriculture Experience (SAE) Projects, emphasizing their significance within the three-circle model of agricultural education. Students will gain insight into how SAEs can enhance their practical skills and knowledge while providing real-world experience in agriculture. As part

of this unit, students will begin planning their own personal SAE projects, allowing them to apply what they've learned and set actionable goals for their future in animal-related careers. This unit will not only inform students about potential career paths but also empower them to take initiative in their educational and professional journeys.

**Culminating Unit Project:** For the culminating project of the "Animal Careers and SAE Opportunities" unit, students will select an animal career that interests them and conduct in-depth research on the education and training required to succeed in that field. They will develop a personal plan outlining the specific steps they will take to attain their desired career, including necessary education, certifications, and potential experience.

As part of this project, students will also complete a sample job application and create an entry-level resume tailored to their chosen career. This will provide them with practical experience in job application processes.

The school year will culminate in a class exit interview, where students will present a portfolio containing their personal plan, job application, and resume. Dressed in professional interview attire, they will participate in an interview featuring questions about their individual career aspirations, insights gained from the unit, and overall reflections on the course. This project not only prepares students for future employment opportunities but also enhances their confidence and communication skills in professional settings.

Unit 10:

Unit 11:

Unit 12:

Unit 13:

Unit 14:

Unit 15:

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Exploring Agriculture, Food, and Natural Resources

Edition:

Publication Date: 2024

Publisher: G-W Publisher

Author(s): D. Barry Croom, Kevin Jump, Melissa Riley, Ashley Yopp

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:

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Publication Date:

Publisher:

Author(s):

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Website URL:

Usage:

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Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
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Title:

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Author(s):

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Edition:

Publication Date:

Publisher:

Author(s):

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Website URL:

Usage:

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Read in entirety or near entirety

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Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

**\*This section to be completed by Jeff Hodges**

**1. Content Area Subcategory Code:**

Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.

**2. Course Section Instructional Level:**

ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.

- a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?

**3. Content Standards Alignment Code:**

- a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).

**4. Course Non-Standard Instructional Level:**

This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.

**5. If CTE, please determine the following:**

- a. Industry Sector
- b. CTE Pathway
- c. Sequence Level (Intro, Concentrator or Capstone)
- d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for "a-g" Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Jeff Hodges in the Curriculum & Instruction Department at Extension 70605 or at [jeffhodges@cusd.com](mailto:jeffhodges@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on "Submit a New Course"
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Jeff Hodges will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the courses is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Primary Phase: February 1 - June 30**

- New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.
- The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

**Supplementary Phase: August 1 - August 31**

- New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.
- Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Course Management Month: July 1 - July 31**

- Courses eligible for auto approval may be submitted to UC.
- Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.
- Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.
- All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.





**CLOVIS UNIFIED SCHOOL DISTRICT**  
**Corrine Folmer, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Transportation
- What is the name of the Pathway? Aviation Science

Is this a ROP course?       Yes       No





- If yes, what is the industry sector? Transportation
- What is the name of the Pathway? Aviation Science

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program? NA

Course Title: <u>Introduction to Aviation/Aerospace Science</u>	
School(s): <u>Clovis South High School (TBEC)</u>	
Department: <u>Career Technical Education</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	N/A
Learning Director	N/A
Principal	 Sonia Torossian
Area Assistant Superintendent	 Stephanie Hanks
Assistant Superintendent, CI&A	 Erin Waer
Associate Superintendent	 Marc Hammack

## Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word **“Choose.”**

### Choose:3

### Choose: 3

### Choose:9

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input checked="" type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 - Visual Arts	<input checked="" type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

### Course Code 8510

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Introduction to Aviation Science

### **Course Offered At (check all that apply):**

- |   |  |
|---|--|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input type="checkbox"/> Buchanan High School                |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School                  |
| <input type="checkbox"/> Granite Ridge Intermediate | <input type="checkbox"/> Clovis East High School             |
| <input type="checkbox"/> Kastner Intermediate       | <input type="checkbox"/> Clovis North High School            |
| <input type="checkbox"/> Reyburn Intermediate       | <input type="checkbox"/> Clovis West High School             |
| <input type="checkbox"/> Sanchez Intermediate       | <input checked="" type="checkbox"/> Clovis South High School |
|   | <input type="checkbox"/> Enterprise High School              |
|   | <input type="checkbox"/> Community Day School                |
|   | <input type="checkbox"/> Gateway High School                 |
|   | <input type="checkbox"/> CART                                |
|   | <input type="checkbox"/> Clovis Online                       |

**Transcript Abbreviation – 17 Character Limit:** Intro to Aviation Sci

**Length of Course:**     Yearlong             Semester

**What grade level(s) is this course designed? (Check all that apply)**

- 7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** Students taking this course will be introduced to the history and science of aviation and aerospace. This course will serve as the foundation for aviation/aerospace technology, science, and maintenance.

**Prerequisites:**            NA

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

**Unit 1 :** Aviation 101: Overview of Commercial, Military, and General Aviation

1. **Topics:** The first unit introduces students to the fundamentals of aviation and aerospace, beginning with an **Introduction to Aviation and Aerospace**, where students explore the history, key developments, and current trends in the industry. In **Engineering Practices in Action**, students apply critical thinking and problem-solving skills to real-world engineering challenges, such as aircraft design and aerodynamics. The unit emphasizes career exploration with **Aviation Careers Are For You!**, highlighting various career paths, from pilots to engineers, and air traffic controllers to UAS operators.

Students then delve into specialized sectors, starting with an **Introduction to Commercial Aviation**, where they learn about the airline industry, regulations, and flight operations. **Introduction to Military Aviation** covers the roles and technologies used in defense, while an **Introduction to General Aviation** explores private and recreational flying. Finally, **Introduction to Unmanned Aircraft Systems (UAS)** introduces students to the rapidly growing field of drones, focusing on their uses, regulations, and future potential. Through these topics, students develop a deep understanding of the aviation industry, fostering critical thinking and progressing from foundational knowledge to advanced applications.

2. **Assignment:** Students will create a comprehensive multimedia presentation that explores the topics in Unit 1. They will conduct research from a variety of sources to gather relevant information about their topic, incorporate images, videos and diagrams to enhance their presentation, and write a reflection summarizing what they learned and how it relates to potential career paths in aviation. After students have planned and organized their presentation, they will present their drafts to classmates for feedback, revise, and then present their final project to the class, demonstrating knowledge and understanding of the topic. From this assignment, students will: gain a comprehensive understanding of aviation, learn how engineering principles are integral to aviation, identify potential career paths in aviation, learn how technology is shaping the aviation industry, and enhance their research, organization and public speaking skills.

**Unit 2:** Taking Flight: Early Aviation Innovations

1. **Topics:** Unit two explores the evolution of flight through both historical and modern lenses, beginning with **Flight in Greek Mythology**, where students analyze how early myths and legends reflect humanity's desire to conquer the skies. This is followed by **Da Vinci and His Flying Machines**, where students engage with Leonardo da Vinci's visionary concepts, fostering critical thinking as they compare early designs with modern aircraft. **Hot Air and Gas Ballooning** introduces the scientific principles behind lighter-than-air flight, allowing students to explore the physics of buoyancy and early innovations in aviation.

Students then trace the progression from nature to human flight in **From Birds to Gliders**, investigating how the observation of birds inspired early glider designs. **Glider Flight and Early Innovators** delves into the work of pioneers like Otto Lilienthal, who laid the groundwork for controlled flight. This culminates in **The "Wright" Approach**, where students examine how the Wright brothers' systematic, scientific approach to problem-solving led to the first powered, controlled flight. This unit also looks forward with **Current and Future Space Exploration**, encouraging students to think critically about advancements in space travel and the future of aerospace technology, fostering depth and progression in their understanding of human flight.

2. **Assignment:** Students will research historical advancements in flight and space exploration, then design and construct a simple glider model. This hands-on activity encourages creativity while connecting historical concepts to modern principles of flight. A written report will include an overview of the chosen historical figure from the unit, an explanation of the student's design choices for their glider, observations from test flights, and a reflection on what was learned. From this assignment, students will gain insight into significant milestones in aviation history, learn about the factors that influence flight performance, use creativity, critical thinking, and problem-solving skills, and enhance their ability to conduct research, synthesize information, and communicate their findings in a structured report.

**Unit 3: From Theory to Practical Reality: Rapid Development in Powered Flight**

1. **Topics:** Unit 3 covers significant milestones in aviation history and future trends, encouraging critical thinking and exploration of technological advancements. **Commercial Airline Service** provides insight into the development of passenger aviation, its impact on global connectivity, and the business and operational models of the industry.

Students then examine aviation's pivotal role in shaping history, starting with **Aviation and World War I**, where they explore the emergence of aircraft as strategic military tools. **Airmail and the Transcontinental Airway System**

highlights the role of aviation in revolutionizing communication and transportation across vast distances. The contributions of trailblazing aviators are examined in **Women in Early Aviation**, promoting an understanding of diversity in aviation history.

**Aviation Innovation and World War II** emphasizes the technological advancements during the war that reshaped aircraft design and military strategy, while **One For All, All For One** delves into the collaborative efforts of nations and industries that accelerated these innovations. The unit concludes with the **Development of the Jet Engine**, where students investigate how this transformative technology revolutionized both military and commercial aviation, setting the stage for modern air travel. Through these topics, students progressively build their understanding of aviation's past, present, and future.

2. **Assignment:** Students will create a physical timeline that highlights key events in the development of powered flight, focusing on specified themes such as aviation innovations, commercial airline service, and significant figures in early aviation. This hands-on activity combines research, creativity, and collaboration. Students will produce a historical flight timeline that includes key events or milestones related to powered flight. The timeline must include an interactive exhibit component such as a QR code, linking to an online resource or simple demonstration activity that relates to one of the events. To complete the assignment, students will work in groups to research their chosen theme, select key events, design the timeline, including images and descriptions, and create an interactive component. Groups will present their timeline to the class. From this assignment, students will gain a deeper understanding of the developments in powered flight, utilize research and critical thinking skills, collaborate and communicate with their group members, and use creativity in their timeline design.

#### Unit 4: To the Stars: Making Jet and Space Travel Possible

1. **Topics:** This unit offers a deep dive into the history and future of aviation and space exploration, beginning with the transformative impact of **Commercial Air Travel**. Students explore how advancements in aviation technology revolutionized global transportation, shaped economies, and connected cultures, fostering critical thinking about the infrastructure and economics behind modern flight.

Next, students investigate the pivotal moments in space exploration, starting with **The Space Race Begins**, which delves into the Cold War rivalry between the U.S. and the Soviet Union, and the technological innovations sparked by this competition. **To The Moon** covers the Apollo missions, encouraging students to

analyze the scientific, political, and human challenges of landing on the moon, as well as its profound impact on global perspectives.

As the unit progresses, **The Space Race Winds Down** examines how geopolitical changes and shifting priorities influenced the scale and focus of space exploration efforts. Finally, in **The Shuttle Program**, students explore NASA's reusable space shuttle era, evaluating its technological achievements and limitations, and considering how this program set the stage for modern-day space exploration and private-sector involvement. This sequence of topics challenges students to think critically about the evolving role of aerospace in both the aviation and space industries.

2. **Assignment:** Students will create a hands-on innovation journal that documents the history and development of jet and space travel. This journal will include sketches, written entries, and a hands-on experiment to illustrate key concepts and innovations. Students will gather information on key innovations, events, and figures from the unit. They will create their journal with written entries, sketches, and diagrams to illustrate important concepts and technologies. Students will conduct a simple experiment such as rocket propulsion or a paper airplane challenge. They will finalize their journals by adding reflections on what they learned from their research and hands-on activity. From this assignment, students will gain a historical context of jet and space travel, learn scientific principles of aerodynamics, propulsion, and the scientific method, use critical thinking, analysis and effective communication of complex ideas, and demonstrate their learning through writing.

## Unit 5: Creating the Future: What's New and Next in Aviation and Aerospace

1. **Topics:** Unit 5 introduces students to modern advancements in aviation and aerospace, starting with **Fly-By-Wire and "Glass" Cockpits**, where students explore the transition from mechanical flight controls to computer-based systems. They will critically analyze the impact of these innovations on pilot workload, safety, and aircraft efficiency, as well as the integration of digital displays and avionics in the cockpit.

In **Aircraft Navigation**, students delve into the evolution of navigation technologies, from traditional methods to modern GPS and satellite systems. They will assess how advancements in navigation have increased accuracy, safety, and global connectivity, encouraging a deeper understanding of aviation's technological progression.

**Composites and Structures** focuses on the materials used in aircraft design, particularly the shift from metal to lightweight composites. Students will

investigate how these materials enhance fuel efficiency and performance while maintaining structural integrity and apply critical thinking to the challenges and benefits of composite materials in aviation.

Finally, **Government and Commercial Space** examines the growing collaboration between public agencies like NASA and private companies. Students will explore how this partnership is driving innovation, from space exploration to satellite deployment, while considering the regulatory, economic, and technological implications of the increasing commercialization of space. Through these topics, students gain a comprehensive understanding of aviation and aerospace's technological evolution and future potential.

2. **Assignment:** Students will research a current innovation in aviation or aerospace technology, then create a hands-on prototype or demonstration related to that innovation. This assignment will allow students to explore modern advancements and understand their practical applications. Students will write a research report that will include an overview of the chosen innovation, its significance and impact on aviation, and real-world applications or current use in commercial or government aviation. They will also construct a hands-on prototype or prepare a demonstration that might include a model navigation system, comparison of traditional materials and composites, or a basic fly-by-wire simulation. Students will conduct research, write their report, develop their prototype, and present their findings to the class. From this assignment, students will gain an understanding of cutting-edge technologies and their applications in aviation, analyze information, synthesize data, and communicate their findings in writing, apply theoretical concepts in a tangible way through the development of the prototype, and collaborate and communicate while working in a group.

## Unit 6: Aviation Safety and Oversight

1. **Topics:** This unit emphasizes the critical role of safety in aviation, beginning with the **Fundamentals of Aviation Safety**, where students explore key safety principles, risk management, and the evolution of safety protocols in the industry. This section fosters critical thinking about how safety measures are implemented to prevent accidents and ensure efficient operations in both commercial and private aviation.

Next, students will study the **Federal Aviation Administration (FAA)**, examining its role in regulating and overseeing aviation safety standards, certification processes, and air traffic control systems. This topic encourages students to



understand the regulatory framework that governs aviation and its importance in maintaining a safe airspace.

In **The Investigative Process**, students learn how aviation accidents are investigated by organizations like the National Transportation Safety Board (NTSB). They will explore investigative techniques, data collection, and analysis, fostering problem-solving skills as they apply these methods to uncover root causes of incidents.

Unit 6 also includes an **Accident Case Study**, where students critically analyze a real-world aviation accident, identifying contributing factors and lessons learned. This hands-on analysis deepens their understanding of safety procedures and decision-making in high-stakes environments.

Finally, **Aviation Weather Reports and Forecasting** teaches students how to interpret weather data and forecasts, key factors in flight planning and safety. They will assess how weather impacts flight operations and learn to make informed decisions based on meteorological information, applying their knowledge to real-world aviation scenarios. Through these topics, students develop a well-rounded understanding of aviation safety and its practical application.

2. **Assignment:** Students will conduct a comprehensive investigation into an aviation accident case study. They will create a detailed safety report that outlines the findings of their investigation, including an analysis of factors that contributed to the accident and recommendations for improving safety. The assignment will include a hands-on simulation activity related to aviation weather reports, such as creating and analyzing a weather chart or participating in a mock investigation into the accident. Students will learn about the fundamentals of aviation safety, including the role of the FAA, use critical analysis skills to study and assess the report and draw meaningful conclusions from the data, understand weather's impact on aviation, and develop writing, analytical, and verbal communication skills.

## Unit 7: Exploring Careers in Aviation

1. **Topics:** This unit provides students with a comprehensive exploration of aviation and aerospace careers, beginning with **Flying Aircraft and Drones**, where students will learn the fundamentals of piloting both manned and unmanned aircraft. They will critically examine the similarities and differences in controls, safety protocols, and regulations, gaining hands-on experience with flight simulators and drone operations.

In **Becoming an Aerospace Engineer**, students will delve into the engineering principles behind aircraft and spacecraft design. They will explore aerodynamics, propulsion, and materials science, while developing problem-solving and critical thinking skills as they apply engineering concepts to real-world challenges in aviation and space exploration.

**Becoming an Air Traffic Controller** introduces students to the crucial role air traffic controllers play in maintaining safe and efficient airspace. They will study communication protocols, radar systems, and decision-making processes, gaining insight into how controllers manage multiple aircraft and prevent collisions under pressure.

This unit also covers **Becoming an Aircraft Mechanic**, where students learn about the technical skills required to inspect, maintain, and repair aircraft. They will explore mechanical systems, diagnostic tools, and safety standards, understanding how mechanics ensure the reliability and airworthiness of aircraft. These topics guide students through the diverse career paths in aviation, encouraging them to think critically about their own future in the industry while developing a solid foundation in both theory and hands-on practice.

2. **Assignment:** Students will create a comprehensive portfolio that explores various careers in aviation, including pilot, aerospace engineer, air traffic controller, and aircraft mechanic. This assignment will include research, reflections, and a hands-on activity related to their chosen career path. The portfolio will include career profiles of at least three aviation careers, interviews with professionals in the field, and a personal reflection in which students reflect on their interests and which aviation career they find most appealing. Students will participate in a practical activity related to their chosen career such as participating in a flight simulator session, operate a drone, or perform basic maintenance tasks on a model aircraft. From this assignment, students will gain a comprehensive understanding of various career paths in aviation, practice research and interview skills, reflect on their interests to help identify potential career opportunities in aviation, and participate in real-world applications of their knowledge.

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: The General Aviation Industry in America: A History/ISBN 1-476677-212

Edition: Second

Publication Date: February 24, 2020

Publisher: McFarland

Author(s): Donald Pattillo

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Aviation History by Anne Millbrook/ISBN 0-888487-235-1

Edition: First

Publication Date: January 1, 2006

Publisher: Jeppesen

Author(s): Anne Millbrook

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: Pilot's Handbook of Aeronautical Knowledge/FAA/ISBN 979-8863891-989

Edition: 2024

Publication Date: October 10, 2023

Publisher: Federal Aviation Administration

Author(s): Federal Aviation Staff

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: Airplane Flying Handbook/ISBN 979-8776143-243

Edition: 2021

Publication Date: November 30, 2021

Publisher: Federal Aviation Administration

Author(s): Federal Aviation Staff

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title: Remote Pilot – Small Unmanned Aircraft Systems Study Guide/FAA/ISBN 979-8767554-386

Edition: 2021

Publication Date: November 15, 2021

Publisher: Federal Aviation Administration

Author(s): Federal Aviation Staff

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title: Career Opportunities in the Aviation and Aerospace industry/ISBN 978-0816046-492

Edition: First

Publication Date: January 1, 2004

Publisher: Ferguson

Author(s): Susan Echaore-McDavid

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

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Publication Date:

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Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

**\*This section to be completed by Stephanie Frazier**

**1. Content Area Subcategory Code:**

Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.

**2. Course Section Instructional Level:**

ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.

- a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?

**3. Content Standards Alignment Code:**

- a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).

**4. Course Non-Standard Instructional Level:**

This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.

**5. If CTE, please determine the following:**

- a. Industry Sector
- b. CTE Pathway
- c. Sequence Level (Intro, Concentrator or Capstone)
- d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for “a-g” Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Stephanie Frasier in the Curriculum & Instruction Department at Extension 70605 or at [stephaniefrasier@cusd.com](mailto:stephaniefrasier@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on “Submit a New Course”
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit “Forward”.
- Stephanie Frasier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see the timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

<b>Primary Phase: February 1 - June 30</b> <ul style="list-style-type: none"><li>• New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.</li><li>• The resubmission must be submitted to UC by the close of the Primary Phase (June 30).</li></ul>	<b>Course Management Month: July 1 - July 31</b> <ul style="list-style-type: none"><li>• Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none"><li>• Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.</li></ul></li><li>• Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.</li><li>• All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.</li></ul>
<b>Supplementary Phase: August 1 - August 31</b> <ul style="list-style-type: none"><li>• New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.</li><li>• Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.</li></ul>	



**CLOVIS UNIFIED SCHOOL DISTRICT**  
 Corrine Folmer, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No  
 Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Plant Science & Horticulture
- What is the name of the Pathway? Plant and Soil Science

Is this a ROP course?       Yes       No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program? \_\_\_\_\_

Course Title: <u>Introduction to Plant Science &amp; Horticulture</u>	
School(s): <u>Reyburn Intermediate</u>	
Department: <u>Agriculture</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Jennifer Knight
Learning Director	Daniel Bravo
Principal	Ryan Eisele
Area Superintendent	Jennifer Thomas
Assistant Superintendent, CI&A	Erin Waer
Associate Superintendent	Marc Hammack



# Course Codes

**Instructions:** To determine the CUSD Course Code use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input checked="" type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input checked="" type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 9400**

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Introduction to Plant Science & Horticulture

### **Course Offered At (check all that apply):**

- |  |   |
|--|---|
| <input type="checkbox"/> Alta Sierra Intermediate        | <input type="checkbox"/> Buchanan High School     |
| <input type="checkbox"/> Clark Intermediate              | <input type="checkbox"/> Clovis High School       |
| <input type="checkbox"/> Granite Ridge Intermediate      | <input type="checkbox"/> Clovis East High School  |
| <input type="checkbox"/> Kastner Intermediate            | <input type="checkbox"/> Clovis North High School |
| <input checked="" type="checkbox"/> Reyburn Intermediate | <input type="checkbox"/> Clovis West High School  |
|  | <input type="checkbox"/> Enterprise High School   |
|  | <input type="checkbox"/> Community Day School     |
|  | <input type="checkbox"/> Gateway High School      |
|  | <input type="checkbox"/> CART                     |
|  | <input type="checkbox"/> Clovis Online            |

**Transcript Abbreviation – 17 Character Limit:** Intro Plant Sci/Hort

**Length of Course:**     Yearlong             Semester

**What grade level(s) is this course designed? (Check all that apply)**  
 7     8     9     10     11     12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** In this junior high plant science course, students will explore the fascinating world of botany, delving into plant anatomy, growth processes, and propagation methods. They will learn about soil health and its crucial role in supporting plant life, as well as introductory skills in areas of floral design and horticulture. The course will also cover landscape design principles, allowing students to create their own outdoor spaces. Finally, a focus on marketing will teach students how to effectively promote their plant-related projects and ideas, preparing them for future endeavors in the agriculture industry.

**Prerequisites:**            Exploring Agriculture Semester Long (recommended but not required)

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

**Unit 1 : California Agriculture & County Fair Projects-**

In this unit on California agriculture, students will explore the vital role that California plays in the national agricultural landscape by examining key commodities grown in the state and their overall revenue impact. In addition, they will learn about various employment opportunities within the agricultural sector, from farming to marketing and research. This will lead to discussions and lessons on the steps necessary to attain these positions after high school graduation. As part of this hands-on unit, students will design and create diverse plant and crop projects, which they will submit to the county fair, allowing them to apply their knowledge and showcase their creativity. Through this experience, students will gain a deeper appreciation for California's agricultural industry and its impact on the economy and community.

**Culminating Unit Project:** Students will independently submit at least two projects from a variety of categories including: succulent bowls, dehydrated fruit, jams and jellies, California agriculture education displays, and agricultural photography. In addition to their individual efforts, the class will collaborate to design and build a cohesive landscape display that highlights the fair's theme for the year.

**Unit 2: Basic Botany-**

In this Basic Botany unit, students will delve into the fundamental aspects of plants, exploring their various parts and the essential functions each serves. They will learn about plant lifecycles and the different methods of propagation, including seeds, cuttings, division, and grafting. The unit will culminate in lessons on photosynthesis and respiration, helping students understand how plants convert sunlight into energy and the vital processes that sustain life. Through hands-on activities and experiments, students will gain a comprehensive understanding of plant biology and its importance/relationship to the agriculture industry.

**Culminating Unit Project:** Students will apply their knowledge from propagation labs to select one propagation method and work in groups of three to create an engaging lesson tailored for kindergarteners, to be presented during the fall or spring agriculture fairs. Each lesson must include a clear objective, an attention-getting introduction to captivate the young audience, and 2-3 minutes of focused teaching on their chosen method. Additionally, groups will design a hands-on activity or movement-based game to reinforce the lesson, accompanied by visuals to enhance understanding.

**Unit 3: Introduction to Soils-**

In this unit on Introduction to Soils, students will explore the fundamental components of soil, beginning with the concept of parent material and its influence on soil formation. They will

investigate various soil textures and learn to use the soil triangle to classify them effectively. The unit will cover the importance of organic matter and the concept of living soil, highlighting the role of microorganisms in maintaining soil health. Students will also examine soil profiles and layers, gaining insights into their structure and composition, including key factors such as soil pH. Through hands-on activities and experiments, students will develop a comprehensive understanding of soil science and its critical role in agriculture and the environment.

**Culminating Unit Project:** students will research a specific California agriculture crop and develop a comprehensive production plan. They will identify the ideal growing region for their chosen crop, along with the optimal soil texture and pH required for maximum yield. Additionally, students will determine any necessary soil amendments to enhance growth and productivity. The collected information will be creatively presented in class through infographics designed using Canva.

**Unit 4: Introduction to Floral Design-**

In this unit students will explore the fundamental principles of floral arrangement, focusing on key concepts such as color, contrast, texture, balance, and uniformity. They will learn to identify the top 20 flowers and types of greenery commonly used in the floral industry, gaining a solid foundation in floral identification. Additionally, students will distinguish between various flower categories, including mass flowers, focal flowers, filler flowers, form flowers, and line flowers. To apply their knowledge, students will create two floral arrangements, allowing them to practice design techniques and express their creativity. This hands-on experience will cultivate both their technical skills and artistic vision in floral design.

**Unit 5: Introduction to Horticulture-**

In this unit, students will explore the foundational concepts of horticulture, focusing on greenhouse design and management. Through hands-on activities and practical applications, students will differentiate between ornamental and production crops, understanding their unique requirements and benefits. Key topics will include:

**Greenhouse Design:** Learn the principles of effective greenhouse construction, including layout, climate control, and material selection to optimize plant growth.

**Greenhouse Management:** Gain insights into the day-to-day operations of a greenhouse, including watering, fertilization, pest control, and environmental monitoring.

**Ornamental vs. Production Crops:** Understand the distinctions between ornamental plants and those grown for production, exploring their uses, market trends, and cultivation techniques.

**Culminating Unit Project:** Students will design and implement their own spring garden, applying concepts learned throughout the unit. This hands-on project will encourage creativity and practical application of horticultural principles. By the end of the unit, students will have a comprehensive understanding of key horticultural practices and the skills to cultivate their own gardens effectively.

Unit 6: **Landscape Design-**

In this unit, students will delve into the fundamental principles of landscape design, focusing on creating functional and aesthetically pleasing outdoor spaces. Through a combination of research and practical application, students will learn how to select appropriate plants based on their sun and shade requirements and explore the artistic elements that enhance design. Key topics for this unit include: basic landscape design principles, plant selection, aesthetics in design and applications in diverse settings (ie- backyards, businesses, schools, greenspaces, etc.). By the end of this unit, students will be equipped with the skills and knowledge to design beautiful and functional landscapes that enhance both the natural environment and human experience.

**Culminating Unit Project:** Students will apply their understanding of landscape design by competing in a class competition. In this competition, students will be given a budget and a location on campus. Their task is to design a functional landscape for their space while selecting the appropriate plant material for their location. Once their design blueprints have been created, the teams will present their ideas to an administrator on campus. This administrator will select the best design, and that landscape design will be installed by the whole class on campus.

Unit 7: **Annual Row Crops vs. Permanent Crops-**

In this unit, students will explore the distinct differences between annual and permanent crops, gaining insights into their unique farming practices and cultural requirements. Through discussions and hands-on activities, students will learn about the various cultural practices employed on campus, such as fruit thinning, weed eradication, cover cropping, spring pruning, and harvesting. This experiential learning will allow students to actively participate in these practices on the school farm, enhancing their understanding of crop management and sustainable agriculture. By the end of the unit, students will have a comprehensive grasp of the challenges and benefits associated with both types of crops, as well as practical skills applicable to real-world farming.

**Culminating Unit Project:** Students will synthesize their learning by creating a recommended site plan for two acres of fallow ground on the production side of the farm facility. This recommendation can be for either annual row crops or permanent crops. The site plan will require students to research the crops that would grow best in this location and provide detailed information about the instillation of their selected crop, cultural farming practices, maturity timeline and potential profitability.

Unit 8: **Plant Sales and Marketing-**

In the Plant Sales and Marketing unit, students will learn the fundamental concepts and principles of marketing and advertising, specifically tailored to the agricultural sector. They will explore various strategies for promoting plant products and gain insights into effective communication techniques. As part of the unit, students will also delve into agricultural photography, practicing their skills around the agriculture center to capture compelling images that can enhance marketing efforts. Additionally, the curriculum will cover topics related to agricultural education and agri-tourism, allowing students to understand the broader context of plant sales within the agricultural

industry. By the end of the unit, students will be equipped with practical marketing skills and a deeper appreciation for the role of photography and education in promoting agricultural initiatives.

**Culminating Unit Project:** Students will work in partnerships to create marketing and advertising materials for a specific commodity grown at the ag center or ag center event. In addition, the class will work collectively to create marketing and promotional materials for their end of the year class plant sale. As a class, the students will decide the optimal time to conduct their sale, the plant materials they would like to sell, theme of their sale and the promotional methods the class would like to distribute their materials on. The money raised from their plant sale will be used for an end of the year party/celebration.

Unit 9:

Unit 10:

Unit 11:

Unit 12:

Unit 13:

Unit 14:

Unit 15:

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Exploring Agriculture, Food, and Natural Resources

Edition:

Publication Date: 2024

Publisher: G-W Publisher

Author(s): D. Barry Croom, Kevin Jump, Melissa Riley, Ashley Yopp

URL Resources:

Website URL:

Usage: Primary Text- currently being utilize in 7<sup>th</sup>-8<sup>th</sup> grade ag at the agriculture center

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Introduction to Horticulture

Edition: 9th

Publication Date:

Publisher:

Author(s): H. Edward Reiley, Carroll L. Shry, JR

URL Resources:

Website URL:

Usage: Supplemental

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety



Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
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Author(s):  
URL Resources:  
Website URL:  
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Primary Text Read in entirety or near entirety

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Other

Title:  
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Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

**\*This section to be completed by Jeff Hodges**

1. **Content Area Subcategory Code:**  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
  
2. **Course Section Instructional Level:**  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
  
3. **Content Standards Alignment Code:**
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
  
4. **Course Non-Standard Instructional Level:**  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Explotory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
  
5. **If CTE, please determine the following:**
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for "a-g" Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Jeff Hodges in the Curriculum & Instruction Department at Extension 70605 or at [jeffhodges@cusd.com](mailto:jeffhodges@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on "Submit a New Course"
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit "Forward".
- Jeff Hodges will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the courses is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

Primary Phase: February 1 - June 30	Course Management Month: July 1 - July 31
<ul style="list-style-type: none"><li>• New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.</li><li>• The resubmission must be submitted to UC by the close of the Primary Phase (June 30).</li></ul>	<ul style="list-style-type: none"><li>• Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none"><li>• Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.</li></ul></li><li>• Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.</li><li>• All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.</li></ul>
<h4>Supplementary Phase: August 1 - August 31</h4> <ul style="list-style-type: none"><li>• New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.</li><li>• Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.</li></ul>	



CLOVIS UNIFIED SCHOOL DISTRICT  
 Corrine Folmer, Ed.D., District  
 Superintendent

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?  Yes  No  
 Are you seeking Honors Designation?  Yes  No

- If "Yes" once Board approved, follow directions on the Instruction Page.

Identify the appropriate subject area:

- |   |   |
|---|---|
| <input type="checkbox"/> Arts (Performing)                | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)                    | <input type="checkbox"/> Science (Physical) |
| <input checked="" type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics                      | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education               | <input type="checkbox"/> Other              |

Is this a CTE course?  Yes  No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this a ROP course?  Yes  No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?  Yes  No

Is this a CART course?  Yes  No

Is this course already approved by another school/district/program  Yes  No

- What is the name of the school/district/program? \_\_\_\_\_

Course Title: <u>Sports Writing and Literature</u>	
School(s): <u>Clovis East High School</u>	
Department: <u>Language Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Jaime Arredondo
Learning Director	Tammy Kent
Principal	Ryan Eisele
Area Assistant Superintendent	Jennifer Thomas
Assistant Superintendent, CI&A	Erin Waer
Associate Superintendent	Marc Hammack

## Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

**Choose:**

**Choose:**

**Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input checked="" type="checkbox"/> 2 – English	<input checked="" type="checkbox"/> 2 – English/Language Arts	<input checked="" type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 9108**

# COURSE SUBMISSION FOR APPROVAL

## Basic Course Information:

Course Title: Sports Writing and Literature

### Course Offered At (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input type="checkbox"/> Buchanan High School               |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School                 |
| <input type="checkbox"/> Granite Ridge Intermediate | <input checked="" type="checkbox"/> Clovis East High School |
| <input type="checkbox"/> Kastner Intermediate       | <input type="checkbox"/> Clovis North High School           |
| <input type="checkbox"/> Reyburn Intermediate       | <input type="checkbox"/> Clovis West High School            |
|   | <input type="checkbox"/> Enterprise High School             |
|   | <input type="checkbox"/> Community Day School               |
|   | <input type="checkbox"/> Gateway High School                |
|   | <input type="checkbox"/> CART                               |
|   | <input type="checkbox"/> Clovis Online                      |

### Transcript Abbreviation – 17 Character Limit:

Length of Course:  Yearlong  Semester

### What grade level(s) is this course designed? (Check all that apply)

7  8  9  10  11  12

## COURSE Description

Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.

**Course Description:** Sports Writing and Literature is an intensive writing course that focuses on Sports Writing and examines sport-themed literature and contemporary expository topics in the world of sports. Students will use a variety of writing structures and analyze timely topics in the sports arena.

**Prerequisites:** C semester grades in previous Language Arts courses

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1: Narration: Students will read and write narratives with a critical eye. Students will apply what they have learned about purpose and audience, writing narratives, and how to organize and structure their thoughts to create a compelling and engaging story. Students will apply their foundational knowledge of using concrete details to structure support. Students will use dialogue, transitions, and elevated syntax. Students will “use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.” (W.11–12.3c).

Assignment: “My Sports Autobiography”: This assignment will be a narrative essay in which students reflect on how the sports culture has impacted students. Students will write a narrative to develop their connection to the sports culture using “effective technique, well-chosen details, and well-structured event sequences”. Students will “use precise words and phrases, telling details, and sensory language to convey a vivid picture of their experiences” (W.11–12.3d)

Standards for the Assignment: W.11-12.1, W. 11-12.3, W. 11-12.4, W. 11-12.5

Unit 2: Rhetorical Situation, Rhetorical Appeal: Students will apply their understanding of the art of persuasion, how to consider audiences, and the nuance of the exigence of writing, to assist them in refining and developing their knowledge of rhetorical appeals (ethos, pathos, and logos). Commencement addresses by famous athletes and various speeches that have left a mark on the sports world will be read by students. Among these, Lou Gehrig’s “Luckiest Man” speech and Jimmy Valvano’s “Never Give Up” speech will be utilized as models of rhetorical appeals.

Assignment: Students will draft a letter addressing the school board on whether elementary-age children should be allowed to play tackle football. After being able to determine unbiased texts, students will research chronic traumatic encephalopathy and its effect on NFL players and their health. For the letter, students will be required to show their knowledge of the rhetorical situation and use rhetorical appeals to the audience. Students will include a separate works cited page for this assignment.

Standards for Assignment: W.11-12.1d; W.11-12.5; L.11-12.1a

Research Standards for Assignment W.11-12.8

Unit 3: Argumentation: Students will apply the elements of argumentation, including line of reasoning, syllogisms, claims, diction, syntactical structure, and logical fallacies. Students will read a variety of texts that will demonstrate the use of elements of argumentation to model how student can incorporate them in their writing. Among these texts will be "Significant NLRB Move Will Aid Pursuit of College Athletes Becoming Employees" by Ross Dellenger (Sports Illustrated, 2022) and "College Athletes Still Aren't Being Paid Salaries" by Chris Almeida and Jon Wertheim (Sports Illustrated, 2022) and "Should college athletes be paid? Why, they already are" by Seth Davis (Sports Illustrated, 2011). Students will demonstrate their understanding of the argumentative appeals used in the texts to craft their own research argument as to whether or not college athletes should be paid as employees.

**Assignment:** Students will construct a research-based argumentative essay on whether college athletes should be paid as school employees. Students will evaluate the pros and cons of both sides of the argument. Students will be required to make cohesive arguments that support their claim, and use valid reasoning and sufficient evidence. Students will also be required to include counterarguments and refutations, as well as apply structural to show logic. Students will be required to include a separate works cited page for this assignment.

**Standards:** W.11-12.5; L.11-12.1a; W. 11-12.1e; W.11-12.9a

**Research Standards for assignment:** W.11-12.9

**Unit 4: Research and Expository Writing:** Students will research the history of basketball from its evolution to the worldwide phenomenon it is now. Students will apply their knowledge of how informational writing is structured, including chronology, implementation of concrete detail, and scrutinizing evidence. Students will research other countries implementation of basketball, and the evolution in America of the WNBA.

**Assignment:** Students will select another sport and construct a research paper that will trace the history of that game. Students will examine a variety of texts to synthesize complex ideas, concepts, and information clearly and accurately. Students will fact-check their sport's origin and denote its evolution. Questions students will address will include: What prompted changes in the sport? Why is it popular? Why is it popular in one part of the world, but maybe not another? Student will draft an essay that includes graphics, headers, and captions within their essay. Students will examine and convey their most important research and include the most relevant concrete details, quotations, or references, and examples that are appropriate for the audience. Students will include a separate works cited page for this assignment.

**Standards:** W.11-12.5; L.11-12.1a; W.11-12.2c; W.11-12.2b; W.11-12.2a

**Research Standards for Assignment W.11-12.8**

**Unit 5: Presentation:** Students will conduct a research project that will integrate and utilize diverse formats, culminating in a class presentation. Students will present their information, findings, and supporting evidence in such a way that their audience can follow their line of reasoning. Student will apply their knowledge of public speaking including the organization, development, substance, and style that will try to reach their audience. Student will make strategic use of textual, audio, visual, and interactive elements to enhance the audience's understanding and interest. Students will ask themselves: What makes a compelling presenter? How do I command a room? How can using appropriate eye-contact, and adequate volume make me a better speaker? Students will show how they integrate multiple sources of information, and use diverse formats to integrate into their presentation. These may include: photograph, video excerpts, movie clips, and other interactive multi-media. Students will present their researched opinion, supported by evidence, in order to convey a clear and distinct perspective and logical argument.

**Assignment: Top Five showdown -** Students will conduct and present a research project that will divide and classify information on any opinion-based facet of sports. They will find a partner that has the same topic but different opinion on the ranking. Students may choose any specific sports-related topic they wish. Examples may include, the Top Five Point Guards of the NBA or the Top Five Sports Dynasties. Students will present an in-depth presentation on a research-driven topic in which students will count down their top five topics in the world of sports. And be able to debate publicly their rankings in a "showdown" with the counterpart. Works cited page will be required.

**Standards:** W.11-12.5; L.11-12.1a; SL.11-12.4a; SL.11-12.4b



## Research Standards for Assignment W.11-12.8

Unit 6: Literature: After reading *Shoeless Joe* (1982) by W.P. Kinsella, Houghton-Mifflin, Students will apply and refine the nuances of literature and elements of style, including analyzing two or more themes, and how they work together to emphasize the author's purpose, elements of figurative language, and how they support audience connection, as well as how imagery, allusions, allegory, and irony impact the development and enhance the elements of the story. Students will also watch the movie *Field of Dreams* to analyze multiple interpretations of the story and evaluate how the movie interprets the source text.

Assignment: Students will create a podcast on the subject of whether or not baseball is still America's pastime. Students will use their opinions, observations, and readings to form a cohesive podcast that outlines and proves their opinions. Students will edit and publish a podcast that considers the audience. Students will present their information on the podcast clearly with their distinct perspective, so that listeners can follow and with engage their opinions. Student will also be tasked with creating a refutation to process the other side of the argument.

Standards: W.11–12.5; L.11–12.1a; RL.11–12.5; RL.11–12.3; SL.11–12.5; SL.11–12.4a; SL.11–12.4b

## Research Standards for Assignment W.11-12.8

Unit 7: Literature: Students will read *Proud: My Fight for an Unlikely American Dream* (2018) by Ibtihaj Muhammed, published by Hatchette Books. Students will study the generic conventions of a memoir and the rhetorical difference between fiction and non-fiction. Students will analyze the specific structure of the text to understand how the author is making a statement. Students will analyze how and why Muhammed uses the dual themes of empowerment and fear to develop her message. Students will take a closer look at the language used by Muhammed, and analyze how that language is effective, and analyze how that style contributes to the power and beauty of her text.

Assignment: Students will adopt a "non-traditional" sport that has earned a cult following. Students will research and analyze how the sport has gained its popularity, particularly denoting the demographic that is connected to the sport. Students will develop their topic thoroughly by selecting significant facts, and other pertinent information that is appropriate to their topic. Students will write a timed essay on how the sport can be implemented to be more mainstream. Then after the essay is completed, students will rewrite and revise their essay. The rewritten essay will focus on precise language, developing ideas by implementing concrete detail, and establishing a formal style and objective tone while managing the complexity of the topic.

Standards: W.11–12.5; L.11–12.1a; W.11–12.10; W.11–12.9a

Unit 8: Argumentation: Students will practice and prepare for the different forms of writing they will see in college or the workforce. Students will research the college or career path they are interested in after high school and delineate how to be a college applicant, job applicant, college student, and employee. Students will be tasked with researching qualifications for sports-related majors and careers, the sort of classes and certifications those paths need, and why they have chosen this particular career path.

Assignment: Students will produce a college and career portfolio that includes written assignments, research for the chosen career path, letters of recommendation, and a resume. The written assignments will be responses to prompts from college application essays, one revised essay from the class that is indicative of who they are as a writer, a cover letter about themselves, and three letters to sports businesses or franchises from whom they would like to seek employment. Students will use a professional syntactical format, and diction specific to that domain.

**Standards: W.11–12.5; L.11–12.1a; SL.11–12.1d; SL.11–12.4b**

**Research Standards for Assignment W.11-12.8**

**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: The Language of Composition

Edition:

Publication Date: 2008

Publisher: Bedford/St. Martin's

Author(s): Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufuses

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook   Literary Text   Manual   Periodical   Scholarly Article   Website   Multi Media  
Other

Title: Proud: My Fight for an Unlikley American Dream

Edition:

Publication Date: 2018

Publisher: Hatchette Books

Author(s): Ibtihaj Muhammed

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title: Lou Gehrig's Luckiest Man Speech

Edition:

Publication Date: July 4, 1939

Publisher:

Author(s): Lou Gehrig

URL Resources: Youtube.com

Website URL: <https://baseballhall.org/discover-more/stories/baseball-history/lou-gehrig-luckiest-man>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title: Jimmy Valvano's Don't Give Up Speech at the Espys

Edition:

Publication Date: March 4, 1993

Publisher:

Author(s): Jimmy Valvano

URL Resources: Youtube.com

Website URL: <https://www.si.com/college/ncstate/basketball/jimmy-v-espy-speech>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title: Why Should College Athletes be Paid? Why, they Already are

Edition:

Publication Date: September 21, 2011

Publisher: Sports Illustrated

Author(s): Seth Davis

URL Resources:

Website URL: <https://vault.si.com/vault/2003/08/04/the-50-greatest-sports-movies-of-all-time>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title: Shoeless Joe

Edition:

Publication Date: 1982

Publisher: Houghton Mifflin

Author(s): W.P. Kinsella

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title: The Most Amazin Bowling Story Ever

Edition:

Publication Date: 2012

Publisher: D Magazine

Author(s): Michael J. Mooney

URL Resources:

Website URL: <https://www.dmagazine.com/publications/d-magazine/2012/july/the-most-amazing-bowling-story-ever-bill-fong/>

Usage:

Primary Text

Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media

Other

Title: Michael Irvin's Hall of Fame Induction Speech

Edition:

Publication Date: 2007

Publisher:

Author(s): Michael Irvin

URL Resources: Youtube.com

Website URL: <https://www.profootballhof.com/news/2007/08/news-michael-irvin-enshrinement-speech-transcript/>

Usage:

Primary Text

Read in entirety or near entirety

**\*This section to be completed by Jeff Hodges**

1. **Content Area Subcategory Code:**  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
  
2. **Course Section Instructional Level:**  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
  
3. **Content Standards Alignment Code:**
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
  
4. **Course Non-Standard Instructional Level:**  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploatory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
  
5. **If CTE, please determine the following:**
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for “a-g” Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Jeff Hodges in the Curriculum & Instruction Department at Extension 70605 or at [jeffhodges@cusd.com](mailto:jeffhodges@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on “Submit a New Course”
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit “Forward”.
- Jeff Hodges will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the courses is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

Primary Phase: February 1 - June 30	Course Management Month: July 1 - July 31
<ul style="list-style-type: none"><li>• New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.</li><li>• The resubmission must be submitted to UC by the close of the Primary Phase (June 30).</li></ul>	<ul style="list-style-type: none"><li>• Courses eligible for auto approval may be submitted to UC<ul style="list-style-type: none"><li>• Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.</li></ul></li><li>• Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.</li><li>• All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.</li></ul>
Supplementary Phase: August 1 - August 31	
<ul style="list-style-type: none"><li>• New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.</li><li>• Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.</li></ul>	



CLOVIS UNIFIED SCHOOL DISTRICT  
 Corrine Folmer, Ed.D., District  
 Superintendent

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No

Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |  |
|--|--|
| <input type="checkbox"/> Arts (Performing)     | <input checked="" type="checkbox"/> Science (Life) |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical)        |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science            |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language            |
| <input type="checkbox"/> Physical Education    | <input type="checkbox"/> Other                     |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Agriculture and Natural Resources (999)
- What is the name of the Pathway? Forestry and Natural Resources (104)

Is this a ROP course?       Yes       No

- If yes, what is the industry sector?
- What is the name of the Pathway?

Is this an online/Edgenuity course?       Yes       No

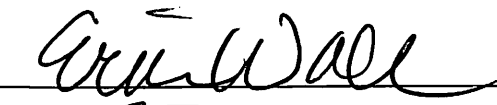

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program?

Course Title: <i>Wildlife Zoology</i>	
School(s): <i>Center for Advanced Research and Technology (CART)</i>	
Department: <i>Environmental Science Lab</i>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson: Titus Patton	<i>Titus Patton</i>
Learning Director: Staci Bynum	<i>Staci Bynum</i>
Principal: Rick Watson	<i>Rick Watson</i>
Area Assistant Superintendent: Norm Anderson	<i>N. Anderson</i>



Assistant Superintendent, CI&A: Erin Waer	
Associate Superintendent: Marc Hammock	

## Course Codes

**Instructions:** To determine the **CUSD Course Code** use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
X 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCC/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	X 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	X 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

### Course Code 7141

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Wildlife Zoology

### **Course Offered At (check all that apply):**

- |   |   |
|---|---|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input type="checkbox"/> Buchanan High School     |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School       |
| <input type="checkbox"/> Granite Ridge Intermediate | <input type="checkbox"/> Clovis East High School  |
| <input type="checkbox"/> Kastner Intermediate       | <input type="checkbox"/> Clovis North High School |
| <input type="checkbox"/> Keyburn Intermediate       | <input type="checkbox"/> Clovis West High School  |
|   | <input type="checkbox"/> Enterprise High School   |
|   | <input type="checkbox"/> Community Day School     |
|   | <input type="checkbox"/> Gateway High School      |
|   | X CART  |
|   | <input type="checkbox"/> Clovis Online            |

**Transcript Abbreviation – 17 Character Limit:** Wildlife Zoology

**Length of Course:** X Yearlong       Semester

**What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10    X 11    X 12

## **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** As a part of the Environmental Science and Field Research Laboratory, this course will be taught in tandem with the CTE/ROP Environmental Science and Technology course. This course applies the principles of Zoology through the lens of wildlife management per Next Generation Science Standards (NGSS) and California Career Technical Education Model Curriculum Standards to engage students in an integrated, real-world, project-based curriculum. The focus of this course is to give students the opportunity to apply their understanding of Zoology principles about key species important to wildlife management issues. Students will complete multiple dissections and laboratory activities throughout the course, emphasizing investigating the interrelationship between an organism's structure and function being influenced by its environment. These investigations will emphasize exposing students to wildlife management protocols, data analysis using various statistical means, and how data is used for evidence-based management decisions. Course activities will be supplemented throughout the year with various academic journal articles, published texts, and case studies that pertain to specific projects students complete each semester.

**Prerequisites:** C or better in Biology

**Course Content: For each unit provide:**

1. A brief description (**5-10 sentences**) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (**2-4 sentences**) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

***Introduction to the Course***

**Unit 1: Fundamental Properties of Living Organisms and Their Management**

Unit 1 is an introductory unit covering the key traits of a living organism, animal anatomical patterns, classification and phylogeny of animals, and the history of wildlife management in the United States. Students will be able to define what characteristics all living organisms share, how scientific binomial nomenclature works, how to read cladograms and other taxonomic charts, and also analyze different types of management strategies through the lens of conservation or preservation. Students will investigate these topics through introductory labs that also teach proper equipment safety and use. These introductory labs also help to teach students about how to ethically dissect and study organisms.

- Lab: Oreo Dissection

This is an introductory dissection that students will complete on an Oreo. This lab is intended to teach students about the safety and procedures used in all future dissections. This is also an introductory activity where students learn the difference between qualitative and quantitative data collection and practice taking each type of data on the Oreo. Students will also learn how to properly use laboratory equipment like a compound microscope, balance, and various dissection tools.

- Case Study: Hawaiian Monk Seal Conservation

In this case study, students will work in small teams to investigate different conservation issues currently occurring with the Hawaiian Monk Seal. Due to the number of issues impacting this species, students will be split into jigsaw teams that each investigate how habitat loss, invasive species, pollution, sustainability, human population growth, or overharvesting has impacted the Hawaiian Monk Seal and what management practices have been implemented. They will then return to their small teams and teach the other members

about their specific impact and how it was addressed. Students will then create a min-poster that synthesizes this information in a way that can be used to teach the general public.

- **Assessment: Should a Conservation or Preservation Approach Be Used to Address a Local Issue?**

This assessment will be integrated with the student's Honors English and CTE Environmental Science and Technology course. For this assessment, students will be given five case studies about conservation and sustainability management issues within the State of California. Students will choose one of these case studies to analyze and write an argumentative essay explaining how they think the issue should be addressed from either a preservationist or conservationist lens. Students must use at least four credible sources and explain in detail how their approach will effectively address the issue in the case study. Specifically, for wildlife zoology, students should explain how their solution meets the life history requirements of the organism of focus in their chosen case study.

### **Project #1 (Units 2-4):**

#### ***Introduction to Ecosystem Assessment: Assessing the San Joaquin River and Riparian Habitat***

Through Unit #2- Unit #4, students will explore the fundamental components of riverine and riparian ecosystems, including both biotic (living) and abiotic (non-living) factors. This project will cover the structure of ecosystems and how anthropogenic activities create change in normal ecosystem functions. Students will learn about aquatic and terrestrial ecosystems surrounding rivers with a focus on the role of indicator species, both macroinvertebrates and migratory birds, as a gauge of ecosystem health. Through a blend of classroom learning, fieldwork, and dissections, students will explore the adaptations of both aquatic and terrestrial birds, arthropods, and bony fish, gaining a comprehensive understanding of biodiversity and ecological monitoring. Students will then apply these concepts to carry out a full ecosystem assessment along the San Joaquin River at the end of the semester.

### **Unit 2 Diversity of Animal Life: Arthropods**

Phylum Arthropoda is the largest phylum on earth and contains a wide variety of organisms that have very unique ecosystem roles and adaptations. This unit focuses on an exploration of each major class within Phylum Arthropoda. Lessons include explorations of several classes of

Arthropods: Merostomata, Arachnida, Malacostraca (Crustacean), Chilopoda, Diplopoda, and Insects and their defining characteristics. Students will learn about incomplete and complete metamorphosis, the characteristics, adaptations, and ecological roles of arthropods, with a specific focus on their significance in ecosystems. In unit 5, students will apply what they have learned about Arthropods as a part of the monitoring and assessment protocols for gauging ecosystem complexity and health in a stream habitat.

- Lab: Hexapoda Anatomy and Physiology

Organisms from the subphylum Hexapoda are very common locally and present a large diversity of organisms for students to investigate. Students will use dissecting microscopes to examine the mouthparts, wings, legs, and eyes of a variety of example insects to determine their habitat niches and food sources. Throughout the lab, students will also explore the diversity of traits of different organisms within the subphylum and how those adaptations allow them to fill each of the niches. For example, students will explore how mouthparts have evolved from mandibulate (chewing) mouthparts to various haustellate (sucking, piercing, sponging) mouthparts.

- Lab: Grasshopper (Class Insecta) Dissection

Students will dissect grasshoppers to examine internal and external anatomical features that are characteristic of terrestrial members of class Insecta. Students will explore how body parts function and are adapted for survival within specific environments. For example, students will be able to explain the differences between anatomical features such as cursorial (walking) legs and specialized saltatorial (jumping) legs or the tegmen anterior wings and membranous posterior wings. Students will be assessed on their ability to identify key anatomical features and describe their function.

- Lab: Crayfish (Class Malacostraca) Dissection

Students will dissect crayfish to examine internal and external anatomical features that are characteristic of aquatic members of class Malacostraca. They will explore how body parts are adapted for survival in their environments. Students will also compare and contrast the anatomical features present in the crayfish to those they observed in a

grasshopper. Students will be assessed on their ability to identify key anatomical features and describe their function.

- **Lab: Identification of Freshwater Macroinvertebrates to Family**

Students will learn to use a dichotomous key and field guide to identify commonly found macroinvertebrates by their common name and Order. These organisms are considered bioindicators of aquatic habitat health due to their distribution across a large geographic region and the ease at which populations can be found and sampled. In order to be used as bioindicators, identified organisms will be sorted by their tolerance to environmental changes and whether they are sensitive, somewhat sensitive, or tolerant to change and pollution. This data will be used in a future lab to calculate a biological water quality index value. Students will also be able to explain the life cycle step each macroinvertebrate is in since arthropods have both complete and incomplete metamorphosis.

- **Performance Assessment: Collection and Identification of Macroinvertebrates**

Students will travel to a local river to collect, identify, count, and log macroinvertebrate species by common name and to at least Order. This data will be used in their final paper and showcase presentations reporting on the condition of the San Joaquin River and if the data suggests it will support the sustainable reintroduction of Chinook Salmon.

### **Unit 3 Diversity of Animal Life: Freshwater Fish**

This unit focuses on the exploration of members of Class Osteichthyes (Phylum Chordata), bony fish. Students will learn about the characteristics, adaptations, and ecological roles of fish, focusing on their significance in ecosystems. This unit of study will center around investigating conservation and sustainability management issues of a locally significant species, *Oncorhynchus tshawytscha* (Chinook Salmon).

- **Case Study: Human Impacts on Fish Species**

This case study is used to introduce historical ways, both chemically within the water and physically in and around riverine habitats, human activities have impacted freshwater fish and their life cycles. Some examples include habitat loss due to urban development,

unsustainable farming and resource extraction, urban and agricultural runoff, dam construction, and the introduction of invasive species.

- **Lab: Perch Dissection**

Dissection of perch to examine internal and external anatomical features. They will explore how body parts are adapted for survival in aquatic environments. As a part of the lab, students will also take a quiz on external and internal anatomy, functions, and natural and human impacts on aquatic ecosystems that impact fish species.

- **Virtual Lab/Case Study: Environmental Changes Impact of Metabolic Function**

Students will collect data on the breathing rates (operculum movement) of fish in various dissolved oxygen, temperature, and pH ranges using a virtual laboratory application. Students will then work in small teams to compare the tolerance ranges of different native species based on the data collected from the lab and make conclusions about how our local river water quality conditions would impact that species' survivability. The goal is for students to understand that all organisms have a range of tolerance limits to different environmental factors. If the environment is changed beyond those tolerance limits, the organism will no longer be able to survive in that environment.

- **Lab: Biological Water Quality Index**

Students will use the data collected on macroinvertebrate biodiversity in Unit 2 to calculate biological water quality and assess the ecological health of freshwater ecosystems based on the presence and abundance of invertebrate aquatic organisms. This water quality index score can then be used to determine what type of bony fish populations would be expected to be able to survive in the sampled habitat. Students will complete this calculation again with the data collected at the San Joaquin River for their final performance assessment.

- **Assessment: Management issues of Chinook Salmon**

This assessment is integrated with students' CTE Environmental Science and Technology and Honors English Courses. As a culminating assignment for the River project, students will write a full APA-style scientific report, which includes an Abstract, Introduction, Methods and Materials, Results, and Discussion sections. For this assessment,

students will apply what they have learned from this unit to write a background paragraph for the introduction outlining the management issues associated with Chinook Salmon, including an explanation of how factors like land use, sustainability efforts, and pollution impact them at different life stages.

#### **Unit 4: Diversity of Animal Life: Phylum Chordata, Class Aves**

In this unit, students will explore the components of forest and riparian ecosystems through the lens of avian ecological niches. Students will learn about the diversity of birds within California. By combining fieldwork, traditional classroom learning, and dissections, students will learn about the key traits and adaptations of different types of birds to understand diversity, ecological niches, and evolutionary history. Students will apply this knowledge to identify common bird species and use the data collected to draw conclusions about ecosystem complexity and condition.

- **Lab: Identification of Common Aquatic Birds**

Students will learn the different defining characteristics of local common aquatic bird species. They will then practice identifying birds to species from pictures, game camera footage, and webcams maintained by Cornell Lab. This will culminate in students identifying them to species in the wild on a field trip to the San Joaquin River.

- **Lab: Identification of Common Songbirds**

Students will learn the different defining characteristics of local common songbird species. They will then practice identifying birds to species from pictures, game camera footage, and webcams maintained by Cornell Lab. Emphasis will be placed on understanding the variety of beak types common within songbirds and how they can indicate their ecological role. This will culminate in students identifying them to species in the wild on a field trip to the San Joaquin River.

- **Lab: Identification of Avian Predators**

Students will learn the different defining characteristics of local common predatory bird species. They will then practice identifying birds to species from pictures, game camera footage, and webcams maintained by Cornell Lab. This will culminate in students identifying them to species in the wild on a field trip to the San Joaquin River.



- **Assessment: Bird identification**

Students will be assessed on their ability to identify various common native birds covered in the previous lab. In this practical, students will be given pictures or videos of different birds and must be able to identify them and explain their ecosystem role (do they eat insects, seeds, small mammals, etc.). This will culminate in students identifying them to species in the wild on a field trip to the San Joaquin River.

- **Case Study: Game birds vs Protected birds**

This case study will cover the differences in protections between game bird species and protected bird species protected by federal and state agencies. This will include the different protections given by the Endangered Species Act and funding provided by the Pittman-Robertson Act. Students will explore the different wildlife management agencies at the federal and state level and actions used to protect wildlife and the sustainable harvesting of wildlife.

- **Lab: Quail dissection**

Students will dissect quails to examine internal and external anatomical features. They will explore how body parts are adapted for flight and survival in their environments. Students will be assessed on their ability to identify key anatomical features and describe their function.

### **Project #1 Assessment:**

#### **Culminating Assessment for Project #1: Fall Semester Showcase**

Following the completion of Units 2, 3, and 4 and the students' trip to the San Joaquin River to collect data about the biodiversity of macroinvertebrates, bird species and the habitat condition, students will write a full scientific report and develop a presentation to be given during a school-wide showcase.

- The students' final paper will be written following APA guidelines and include an abstract, an introduction, methods and materials, results, and a discussion section. The students will explain key background topics from each of the units covered in Zoology and their CTE Environmental Science and Technology courses, explain how they collected data at the

river, and what they found. Students then discuss what the data suggests about the condition of the river and riparian areas and its ability to support the reintroduction of Chinook Salmon.

- For the showcase presentation, students will work in small groups to teach one aspect of the San Joaquin River project to the general public. Students must be able to explain the content for their topic at different academic levels so it can be shared with a wide variety of audiences. Students will also create an interactive lesson for the audience to actively engage with their topic.

***Project #2: The Mission of Wildlife Parks and Zoos: Participating in Animal Enrichment at the Fresno Chaffee Zoo***

This project will explore the mission of wildlife parks and zoos and the goal of conservation through public education and outreach. Students will learn about the history and role of zoos and wildlife parks in conservation efforts, sustainability, research, and species recovery programs. This will include a discussion of the ethics of zoos and considerations that are required when keeping wild animals in captivity outside of their natural habitat. Students will understand the importance of public engagement in conservation.

**Unit 5: Diversity of Animal Life: Phylum Chordata, Class Mammalia**

This unit will include an exploration of the class Mammalia. Through a combination of lab dissections, case studies, and traditional instruction, students will learn about the characteristics, adaptations, and ecological roles of mammals, focusing on their evolutionary history and adaptations. This unit of study will be centered around mice and rats and their role in the ecosystem. This unit will also cover the effects of stressors on species and their biological responses.

- Case study: Epigenetics in mice

The goal of enrichment is to encourage animals in a zoo setting to elicit natural behaviors or responses to stimuli that they would encounter in their natural habitat. This process is very carefully curated by teams of keepers at the zoo, and animal behavior is monitored on a daily basis to ensure that the animal is being safely enriched. In this case study, students will work in small teams to investigate how certain extreme behavioral responses, like stress from predation, can impact the expression of certain genes. This shift

in gene expression due to external stimuli is referred to as “epigenetics”. This case study will focus on exploring how mice have been used as a model organism to better understand how the process of epigenetics works. Students will focus on a study that showed stress caused by predation caused a shift in allele expression that was passed on to future generations well after the original predation pressure was removed. They will then discuss how this relates to the enrichment of animals and why animal behavior and stimuli at the zoo is so closely monitored.

As zoos use enrichment items to elicit specific desired behaviors, this case study will explore animal behavior and responses to external stimuli. This will be done by examining the effects of stress on animals on both a macroscopic and microscopic level. This will include a discussion of predator-prey interactions and other stressors such as temperature and resource strain at a macroscopic level. On a microscopic level, students will learn about epigenetics and how external stressors can affect gene expression. Students will then learn about how these modulations in gene expression from stressors can be passed on through histones and DNA methylation.

- Lab: Dissection: Mouse/rat dissection

Students will dissect mice/rats to examine internal and external anatomical features. They will explore how body parts are adapted for survival in their environments. Students will be assessed on their ability to identify key anatomical features and describe their function.

#### **Unit 6: Diversity of Animal Life: Phylum Chordata, Class Reptilia**

This unit will include an exploration of the class Reptilia. Through a combination of lab dissections, case studies and traditional instruction, students will learn about the characteristics, adaptations and ecological roles of mammals, focusing on their evolutionary history and adaptations. This unit of study will be centered around lizards and their role in the ecosystem. This unit will also cover the effects of environmental variables such as temperature and their effects on ectothermic animals (cold-blooded).

- Lab: Dissection: Anole Dissection

Students will dissect anoles to examine internal and external anatomical features. They will explore how body parts are adapted for survival in their environment. Students will be assessed on their ability to identify key anatomical features and describe their function.

- Case study: Thermal preference in lizards

As reptiles are ectothermic animals that do not self-modulate their body temperature, they need to strategically expose themselves to sunlight in order to regulate their body temperature. Students will explore the thermal preference of lizards by comparing the time and abundance of lizard observations over multiple days to determine the optimal temperature for lizard observations. Students will analyze a dataset of observations and temperatures using various statistical analysis protocols and programs.

- Case Study: Blunt-nosed Leopard Lizards Conservation

Zoos have played an important role in the management and conservation of many endangered and near-extinct species. In this case study, students will explore a recent case of this happening at our local zoo. Currently, the Fresno Chaffee Zoo has played an important role in helping to conserve and reintroduce blunt-nosed leopard lizards back into the Panoche Plateau population's natural habitat range. Students will focus on how data from the management of wild populations indicated the need for the zoo to take a larger role in helping protect this species. This case study will also cover the breeding and reintroduction program at the Fresno Chaffee Zoo for blunt-nosed leopard lizards.

### **Project #2 Assessment:**

#### **Creation of Enrichment Items for Animals at Zoo**

Students will collaborate with the Fresno Chaffee Zoo to create enrichment items, meant to illicit targeted behavior, for multiple zoo animals. This will require students to research background information on their assigned animal, including life history and behavior. Students will collaborate with the Engineering Manufacturing and Robotics Lab to create their enrichment items specific for each animal and targeted behavior. In addition to building an enrichment item, students will complete an official form from the zoo that explains how the item they built meets safety standards, the behavioral and care goals for their assigned animals, and how it was built.

### **Project #3: Investigating Marine Ecosystem Biodiversity**

Through the students' study of the unique marine ecosystem, they learn about rocky intertidal species, their characteristics, adaptations, and natural and human impacts on the rocky intertidal ecosystem and its inhabitants. Students dissect sea stars, mussels, squid, and bony fish to learn about their anatomy and recognize their adaptations for survival. Students use LiMPETS protocols and one-meter quadrates to count organisms on rocky intertidal photo quads to simulate how the research would be done in the field. Students use a key to distinguish the varieties of flora and fauna of the rocky intertidal ecosystem. Students work with LiMPETS coordinators to add their results to a nationwide citizen monitoring database. Students explore several scientific questions regarding the changes in the California Coast's Rocky Intertidal areas and analyze entries in the database to make conclusions and suggest possible management solutions.

### **Unit 7: Diversity of Animal Life: Sponges (Porifera)**

A variety of lessons, videos, and labs that explore the taxonomy and characteristics of the anatomy of three canal types and classes of sponges: Class Calcarea, Class Hexactinellida, Class Demospongiae. Students will focus on the role of sponges in the ecosystem, key evolutionary characteristics, and understanding the variety of life found in each Class.

- **Lab: Sponge Paper Dissection**

Students will do a paper dissection of sponges to examine the basic internal and external anatomical features. They will explore how body parts are adapted for survival in their environment. Students will then create a mind map outlining the key characteristics of Class Calcarea, Class Hexactinellida, Class Demospongiae. The mind map should demonstrate how each class is similar and different.

- **Lab: Comparing Natural Sponges to Artificial Sponges**

Students will explore the career field of Biomimicry. Biomimicry is an emerging career field that uses the principles of design found in nature to create more sustainable approaches to problems facing humans. An example of biomimicry is the creation of artificial sponges. The structure of these sponges is very similar to those found in the wild, and for many years natural sponges were used before the creation of their artificial counterparts. Students will explore the water capacity of artificial and natural sponges, and compare and contrast their functionality. Students will then discuss the issue of

sustainability and if the artificial sponges are really more sustainable than using the natural sponges.

### **Unit 8: Diversity of Animal Life: Molluscs**

Lessons will include an exploration of Phylum Mollusca, the second-largest phylum of animals. By using a combination of lab dissections and traditional instruction, students will learn about the characteristics, adaptations, and ecological roles of molluscs, focusing on their significance in ecosystems.

#### **Class Cephalopoda**

- **Lab: Squid dissection**

Students will dissect squid to examine internal and external anatomical features. They will explore how body parts are adapted for survival in an aquatic environment. Students will be assessed on their ability to identify key anatomical features and describe their function.

#### **Class Bivalvia**

- **Lab: Mussel/Clam dissection**

Students will dissect mussels/clams to examine internal and external anatomical features. They will explore how body parts are adapted for survival in an aquatic environment. Students will be assessed on their ability to identify key anatomical features and describe their function.

### **Unit 9: Diversity of Animal Life: Echinodermata:**

Lessons will include an exploration of the Phylum Echinodermata. Students will learn about the characteristics, adaptations, and ecological roles of echinoderms, focusing on their significance in ecosystems.

- **Lab: Sea Star dissection**

Students will dissect sea stars to examine internal and external anatomical features. They will explore how body parts are adapted for survival in an aquatic environment. Students will be assessed on their ability to identify key anatomical features and describe their function.

- **Lab: Ocean Acidification**

Students will explore ocean acidification by exposing shells to different pH solutions. Students will observe and record the effects of the different pH solutions on the shells ability to retain its calcium carbonate structure. Based on what is currently understood about ocean acidification, the more acidic a solution is, the less favorable it is for the calcium carbonate to stay solidified in the shell. This will involve a discussion of climate change and the water chemistry of carbon dioxide, carbonic acid, and the formation of calcium carbonate structures in marine invertebrates.

### **Unit 10: Management of Marine Ecosystems**

This unit will focus on applying student understanding of marine organisms to carrying out various monitoring protocols and making recommendations for marine habitat management. During this unit students will also complete training provided by the LiMPETS (Long-term Monitoring Program and Experiential Training for Students) program. LiMPETS is a community science program for students, educators and volunteer groups and is responsible for monitoring the coastal ecosystems of California's national marine sanctuaries. Following this training, students will take an exam to be certified to collect data for the LiMPETS program which could be reported to their database. This database provides valuable baseline data that is used by researchers to quantify any major changes or impacts to California's coastal areas. As a culminating assessment, students will create a public service announcement (PSA) video explaining a marine ecosystem management issue and a sustainable practice that people should implement.

- **Lab: Identification of Rocky Intertidal Invertebrates and Algae**

Students will use a field guide to identify 20 common intertidal organisms from preserved examples and pictures. Students are assessed on their ability to identify these organisms and describe their ecosystem niche and where they are typically found within the intertidal zone.

- **Lab: Transects and Quadrat Sampling**

Students will practice using a transect and a 0.5m x 0.5m quadrat to conduct random sampling of species within an area. Students can use the data to then calculate biodiversity, or describe the distribution of different key species throughout an area.

- **Assessment: LiMPETS Certification**

Students will take the digital LiMPETS citizen science exam, which is used to certify that they can collect data under the supervision of a LiMPETS coordinator. Students will be assessed on their ability to identify common intertidal organisms, explain protocols like the use of a quadrat and transect, and their understanding of the mission of the LiMPETS program.

**Project #3 Assessment:**

**Marine Ecosystem Management Public Service Announcement (PSA) Videos**

Students will work in small teams to research a modern issue impacting marine ecosystems. Examples include: microplastics, sustainability, sound pollution, ocean acidification, and urbanization. Students will then work with their team to research and design a sustainable solution to the issue. Students will then pitch their solution to the course instructor, and upon approval will create a PSA video to inform the public about their solution and the actions they need the public to take to implement it. For example, students may describe the need for people to be better stewards of their lawns and reduce the amount of fertilizer running off into the ocean which contributes to the excess nitrogen and toxic algae blooms.



**Course Material:**

Course materials help CUSD understand what materials are used to support student learning and the delivery of this course. Example: textbook, literary text, manual, periodical, scholarly article, website, multi-media, other.

**NOTE:** Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be the excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts, Advanced Placement or as an International Baccalaureate course. Online texts or non-standard text materials should include a link to online text.

Textbook    Literary Text    Manual    Periodical    Scholarly Article    Website    Multi Media  
 Other

Title: Wildlife and Natural Resource Management

Edition: Fourth

Publication Date: 2018

Publisher: Cengage Learning

Author(s): Kevin H. Deal

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook    Literary Text    Manual    Periodical    Scholarly Article    Website    Multi Media  
 Other

Title: Integrated Principles of Zoology

Edition: Nineteenth

Publication Date: 2024

Publisher: McGraw Hill

Author(s): Cleveland Hickman, Jr., Susan Keen, David Eisenhour, Allan Larson and Helen I'Anson

URL Resources:

Website URL:

Usage:

Primary Text

Read in entirety or near entirety

Textbook  Literary Text  Manual  Periodical  Scholarly Article  Website  Multi Media  
 Other: Reference Text

Title: Atlas of Oceans: An Ecological Survey of Underwater Life  
Edition: First  
Publication Date: 2011  
Publisher: Yale University Press  
Author(s): John Farndon  
URL Resources:  
Website URL:  
Usage:  
 Primary Text  Read in entirety or near entirety

Textbook  Literary Text  Manual  Periodical  Scholarly Article  Website  Multi Media  
 Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
 Primary Text  Read in entirety or near entirety

Textbook  Literary Text  Manual  Periodical  Scholarly Article  Website  Multi Media  
 Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
 Primary Text  Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
Other

Title:  
Edition:  
Publication Date:  
Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

Textbook Literary Text Manual Periodical Scholarly Article Website Multi Media  
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Website URL:  
Usage:  
Primary Text Read in entirety or near entirety

**\*This section to be completed by Stephanie Frazier**

1. **Content Area Subcategory Code:**  
Subcategories are only required for specific Visual and Performing Arts courses, applied STEM courses, business courses, physical education elective courses, humanities courses (art, history-social science, or English emphasis), and yearbook courses (art or English emphasis); Check course code to see if needed.
2. **Course Section Instructional Level:**  
ELEM (K-4), MID (5-8), SEC (9-12), or NOT (not applicable). Must be a valid selection with State Course Code and is based on instruction not enrollment.
  - a. If MID, is it a core course (e.g., teachers teaching a 2-period block of English and Social Science)?
3. **Content Standards Alignment Code:**
  - a. If N/A is proposed, confirm that State Course Code will allow for this selection (very few do).
4. **Course Non-Standard Instructional Level:**  
This is an optional field; Only provide if applicable: 10-Remedial, 12-Gifted and Talented, 14-Honors, 15-Honors-Non-UC Certified, 17-Introductory, 18-Intermediate, 19-Advanced, 20-Accelerated, 21-Exploratory, 22-Bridge, 23-College Credit Only, 24-Dual Credit.
5. **If CTE, please determine the following:**
  - a. Industry Sector
  - b. CTE Pathway
  - c. Sequence Level (Intro, Concentrator or Capstone)
  - d. HP (Honors) Y/N

## Instruction Page

### Instructions for New Courses Being Submitted to UC for “a-g” Certification

Once a course receives CUSD Board approval, you may begin the process to apply for UC Certification. If this process is not completed, the course will not be placed on the A-G list and will not be considered a College Preparatory Course. To initiate this process, please do the following:

- Contact Stephanie Frazier in the Curriculum & Instruction Department at Extension 70605 or at [stephaniefrazier@cusd.com](mailto:stephaniefrazier@cusd.com)
- From there, you will be given access to the A-G Course Management Portal.
- You will click on “Submit a New Course”
- Choose one of the options on the drop-down menu.
  - Adopt a program course (CART, ROP, PLTW, etc)
  - Adopt an online publisher course (online)
  - Model after another Institution course (adapt a course from another district)
  - Add a brand-new course
- Follow the prompts. Information required is similar to what was submitted for CUSD approval.
- When all information is completed, you will hit “Forward”.
- Stephanie Frazier will review. Once all areas are satisfied, the course will be submitted to UC for review.
- It takes generally 2-3 weeks before we hear whether the course was approved or not.
- Courses cannot be submitted for UC approval until February 1.
- Please see timeline below. Best to get courses submitted in Primary Phase.

## A-G COURSE SUBMISSION PERIOD

The University of California's annual "a-g" course submission period is February 1 – August 31:

### Primary Phase: (February 1 – June 30)

New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the courses is not initially approved. The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

### Supplementary Phase: (August 1- August 31)

New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission. Any course description not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Primary Phase: February 1 - June 30**

- New course descriptions submitted during the Primary Phase have one opportunity for resubmission if the course is not initially approved.
- The resubmission must be submitted to UC by the close of the Primary Phase (June 30).

**Supplementary Phase: August 1 - August 31**

- New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.
- Any course descriptions not approved by the end of the Supplementary Phase will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.

**Course Management Month: July 1 - July 31**

- Courses eligible for auto approval may be submitted to UC.
  - Eligible courses include adoptions of program courses, self-reported online publisher courses as well as certain types of revisions and modeled courses.
- Course list edits such as updates to transcript abbreviations, course codes and course learning environment may also be handled during this time.
- All other course submissions may be drafted during Course Management Month and then submitted during the Supplementary Phase.



**CLOVIS UNIFIED SCHOOL DISTRICT**  
**Corrine Folmer, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2025-26 School Year**

Are you seeking UC approval?       Yes       No

Are you seeking Honors Designation?  Yes       No

- If "Yes" once Board approved follow directions on the Instruction Page.

Identify the appropriate subject area:

- |  |   |
|--|---|
| <input type="checkbox"/> Arts (Performing)     | <input type="checkbox"/> Science (Life)     |
| <input type="checkbox"/> Arts (Visual)         | <input type="checkbox"/> Science (Physical) |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Social Science     |
| <input type="checkbox"/> Mathematics           | <input type="checkbox"/> World Language     |
| <input type="checkbox"/> Physical Education    | <input checked="" type="checkbox"/> Other   |

Is this a CTE course?       Yes       No

- If yes, what is the industry sector? Information & Communications Technologies
- What is the name of the Pathway? Software & Systems Development

Is this a ROP course?       Yes       No

- If yes, what is the industry sector? \_\_\_\_\_
- What is the name of the Pathway? \_\_\_\_\_

Is this an online/Edgenuity course?       Yes       No

Is this a CART course?       Yes       No

Is this course already approved by another school/district/program       Yes  No

- What is the name of the school/district/program? College Board

Course Title: <u>AP Cybersecurity 1</u>	
School(s): <u>Clovis North High School</u>	
Department: <u>CTE</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Nicole Berg
Learning Director	Katie Aiello
Principal	Joshua Shapiro
Area Assistant Superintendent	Darin Tockey
Assistant Superintendent, CI&A	Erin Waer
Associate Superintendent	Marc Hammack

## Course Codes

**Instructions:** To determine the CUSD Course Code use the following table to identify the first 3 characters of the unique course code to be assigned to this course if approved.

Select one code from each column under the word "Choose."

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input checked="" type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 3 – F/UCf/Visual & Performing Arts
<input type="checkbox"/> 7 – Visual Arts	<input type="checkbox"/> 7 – Visual Arts	<input checked="" type="checkbox"/> 9 – G/UCg/Elective Courses
<input type="checkbox"/> 8 – Performing Arts	<input type="checkbox"/> 8 – Performing Arts	
<input type="checkbox"/> 9 – Foreign Language	<input type="checkbox"/> 9 – Foreign Language	
<input type="checkbox"/> A – Adult School	<input type="checkbox"/> E – Elementary course	
<input type="checkbox"/> R – ROP	<input type="checkbox"/> I – Intermediate course	
<input type="checkbox"/> N – Non diploma SpEd (Voc Class)		
<input type="checkbox"/> W – Clovis Online		

### CAL PADS State Course Code

This section will be completed by the curriculum area leaders in Curriculum, Instruction and Accountability Division after your course has been submitted.

Online is responsible for determining their Cal Pads Code.

**Course Code 8111**

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** AP Cybersecurity 1

### **Course Offered At (check all that apply):**

- |   |  |
|---|--|
| <input type="checkbox"/> Alta Sierra Intermediate   | <input type="checkbox"/> Buchanan High School                |
| <input type="checkbox"/> Clark Intermediate         | <input type="checkbox"/> Clovis High School                  |
| <input type="checkbox"/> Granite Ridge Intermediate | <input type="checkbox"/> Clovis East High School             |
| <input type="checkbox"/> Kastner Intermediate       | <input checked="" type="checkbox"/> Clovis North High School |
| <input type="checkbox"/> Reyburn Intermediate       | <input type="checkbox"/> Clovis West High School             |
|   | <input type="checkbox"/> Enterprise High School              |
|   | <input type="checkbox"/> Community Day School                |
|   | <input type="checkbox"/> Gateway High School                 |
|   | <input type="checkbox"/> CART                                |
|   | <input type="checkbox"/> Clovis Online                       |

### **Transcript Abbreviation – 17 Character Limit:**

**Length of Course:**     Yearlong         Semester

**What grade level(s) is this course designed? (Check all that apply)**

7     8     9     10     11     12

### **COURSE Description**

*Provide a brief description (**3-5 sentences**) of the course's content: This information will be used in the course description booklet.*

**Course Description:** This is a full-year high school course that covers the fundamentals of networking. It is equivalent to a college-level Introduction to Networking course. The course interweaves essential networking concepts with relevant, hands-on problem-solving activities to maximize students' understanding of network hardware and configuration, the use of protocols to enable reliable and accurate transmission of data between different hosts around the world, and relevant security practices that secure the transmission of data both within and between computer networks.

**Prerequisites:**        Mathematics 1



# CUSD Board Agenda Item

Agenda Item: Q 5

**Title:** Award of Bid - Construction and Equipment

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**CONTACT:** Michael Johnston

**FOR INFORMATION:** December 13, 2024

**FOR ACTION:** January 15, 2025

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**RECOMMENDATION:**

A recommendation for Bid 3004 - Campus Security Improvements Phase 4 and Bid 3005 - District Fleet Vehicle Replacement will be brought to the Governing Board for action at a future date.

**DISCUSSION:**

Bid #	Description	First Bid Advertisement Date	Bid Due Date and Time	Funding Source
3004	Campus Security Improvements Phase 4	11/18/2024	12/17/2024 11:00 AM	Bond Funds
3005	District Fleet Vehicle Replacement	12/06/2024	12/20/2024 11:00 AM	General Fund

**FISCAL IMPACT:**

As noted above.

**REVISIONS:**

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**ATTACHMENTS:**

Description	Upload Date
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