



GOVERNING BOARD MEETING

January 15, 2025

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

5:30 PM - CLOSED SESSION

6:30 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. 09-24-1840, OAH Case No. 2024090170, Case No. S-0548-24/25
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 PRINCIPAL, GATEWAY HIGH SCHOOL (Gov't Code § 54957)
5. 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)
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. CLOSED SESSION MOTIONS

I. SUPERINTENDENT'S REPORT

J. STUDENT REPRESENTATIVE REPORT

K. SPECIAL PRESENTATIONS

1. Annual ISC Leadership Mid-Year Report

Inter-School Council (ISC) officers and members will present their report on Leadership Camp 2024 and provide a brief overview of the upcoming ISC events and activities that will take place during the remainder of the 2024-25 school year.

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. 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. December 13, 2024, Governing Board Regular Meeting Minutes
Approve the minutes of the December 13, 2024, Governing Board regular meeting, as submitted.
6. December 13, 2024, Governing Board Special Meeting Minutes
Approve the minutes of the December 13, 2024, Governing Board special meeting, as submitted.
7. Ratification of Purchase Orders, District Contracts and Check Register
Ratify Purchase Orders, District Contracts and Warrants numbered 685732 through 687160.
8. Change Orders
Approve the Change Orders, as submitted.
9. Notice of Completion
Adopt the Notice of Completion, as submitted.
10. Williams Settlement Complaint Summary Report - Second Quarter 2024-25 School Year
Accept the second quarter summary report of zero complaints related to the requirements of the Williams Lawsuit Settlement, as submitted.
11. Schedule Public Hearing - Approving Conveyance of Easement to the City of Clovis, APN 550-020-47T
Schedule a public hearing on February 5, 2025, no earlier than 6:45 p.m. at 1680 David E. Cook Way, Clovis, California, regarding an easement to the City of Clovis for APN 550-020-47T.
12. Update Board Policy No. 3311.1 - Uniform Public Construction Cost
Approve the updated legal citation in Board Policy 3311.1.

N. 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. 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. Resolution No. 4027 - Declaring Intention to Convey Easement to the City of Clovis and Setting of a Public Hearing, APN 550-020-47T

Adopt Resolution No. 4027 declaring the intention to convey an easement to the City of Clovis (“City”) and set a public hearing on February 5, 2025, no earlier than 6:45 p.m. at 1680 David E. Cook Way, Clovis, California, for installation of a pipeline and other incidental purposes regarding APN 550-020-47T. (TWO-THIRDS VOTE REQUIRED)

5. Award of Bid - Construction and Equipment

Award Bid No. 3004 - Campus Security Improvements Phase 4 to various multi-prime contractors and authorize the Superintendent or designee to enter into multi-prime agreements per the attached tabulation and enter into a construction management agreement with Mark Wilson Construction; non-award of Bid No. 3005 - District Fleet Vehicle Replacement - will be rebid at a later date.

6. Secondary New Course of Study Proposals

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.

7. Provisional Internship Permit

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

O. 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. Soliant Health, LLC Contract Increase

Authorize Clovis Unified School District to approve an increase in the current contract amount with Soliant Health, LLC, for American Sign Language (ASL) interpreters.

2. Translation Services with Hanna Interpreting

Approve an agreement with Hanna Interpreting Services for the term of February 1, 2025, through June 30, 2026.

3. Increase Contract Amounts for Two Non-Public Schools

Authorize Clovis Unified School District to approve an increase in the existing contract amounts with two non-public schools to ensure the continued provision of specialized educational services for District placed students in compliance with their Individualized Education Program (IEP).

4. Annual Agreement with School Services of California for Legislative Advocacy Services

Approve an annual agreement with School Services of California for legislative advocacy services during the 2025 calendar year.

5. Appointment of Architect for Nelson Elementary School Modernization Project

Authorize the Superintendent or designee to enter into an agreement with Darden Architects to provide design services for the Nelson Elementary School modernization project.

6. Resolution No. 4026 - Certifying to the Board of Supervisors of Fresno County All Proceedings in the November 5, 2024, General Obligation Bond Election and the Continuation of the Citizens' Oversight Committee for Measure A of 2024

Adopt Resolution No. 4026 certifying a successful bond election and the continuation of the Citizens' Oversight Committee.

7. Resolution No. 4028 - Approving Conveyance of Easement to the City of Clovis, APN 550-020-47T

Adopt Resolution No. 4028 approving the conveyance of an easement to the City of Clovis (City) for pedestrian access regarding APN 550-020-47T. (TWO-THIRDS VOTE REQUIRED)

8. Award of Bid - Equipment

A recommendation for Bid No. 3007 - REBID District Fleet Vehicle Replacement will be brought to the Governing Board for action at a future date.

9. Public Notice of the District's Initial Negotiations Proposal for Successor Negotiations with ACE Psychologists and Mental Health Support Providers

Provide public notice (sunshine) of and schedule a public hearing for the District's proposal for successor negotiations with ACE Psychologists and Mental Health Support Providers (MHSP).

P. BOARD SUBCOMMITTEE REPORTS

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

2. Admin Services/HR Board Subcommittee (Awtrey, Fogg, Olivier)

Q. BOARD MEMBER REPORTS

R. ADJOURNMENT

CUSD Board Agenda Item

Agenda Item: K 1

Title: Annual ISC Leadership Mid-Year Report

CONTACT: Marc Hammack

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Inter-School Council (ISC) officers and members will present their report on Leadership Camp 2024 and provide a brief overview of the upcoming ISC events and activities that will take place during the remainder of the 2024-25 school year.

DISCUSSION:

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[24-25MidYearISCReport.pdf](#)

01-16-2025

Clovis Unified Inter School C

MID-YEAR PRESENTATION

JANUARY 15, 2025

Clovis U S U



LEADERSHIP CAMP



- August 2024
- Sierra Outdoor School
- “Rise Up and Lead”
- Lessons, teambuilding, and preparation for the school year
 - Lesson 1: Build Up
 - Lesson 2: Back Up
 - Lesson 3: Shape Up
 - Lesson 4: Tree of Life
- School Planning Meetings

THE CAMP EXPERIENCE

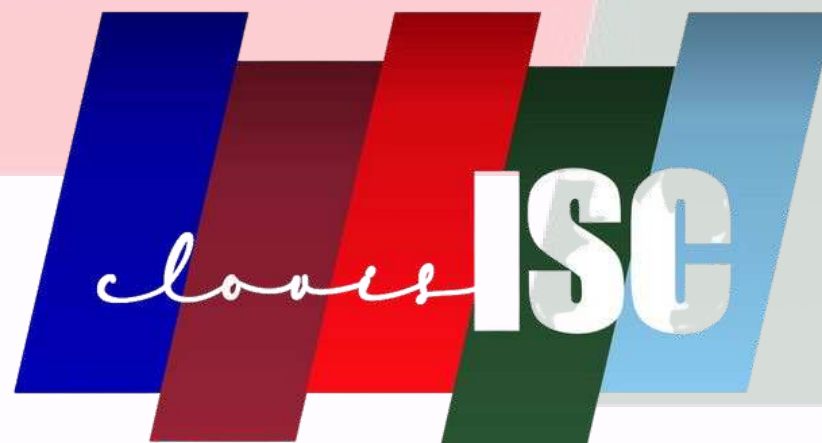


ISC EVENTS

CLOVIS EAST
HARVEST FESTIVAL



BUCHANAN
WINTER HOLIDAY
DANCE



UPCOMING ISC EVENTS

UPCOMING DANCES

February 6th	Clovis West - Valentine's Dance
March 27th	Clovis North – Luau
May 8th	Clovis High – Spring Dance

MID-YEAR LEADERSHIP CONFERENCE

January 21st	Clovis East High School
	<ul style="list-style-type: none">• Group Discussions• Lessons• Idea Sharing

ISC EVENTS

PR FARMS SERVICE PROJECT



Thank you!



CUSD Board Agenda Item

Agenda Item: M 1

Title: Conference Requests

CONTACT: Marc Hammack

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Approve the Conference Requests, as submitted.

DISCUSSION:

Attached are the Conference Requests submitted for Board approval.

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[1.15.2025ConferenceRequests.pdf](#)

12-31-2024

**Clovis Unified School District
Conference Requests 1.15.2025**

Departure	Return	Attendee	Site/Dept	Conference Name	Conference Location	Purpose for Attending
1/1/2025	1/5/2025	Ryan Eisele	Clovis East	Arizona Nike Tournament of Champions	Mesa, AZ	**RATIFY** Admin supervision during competition
1/22/2025	1/27/2025	Mark Bennett	Aquatics	National Select Camp	Colorado Springs, CO	Professional development, review best practices, network
2/12/2025	2/16/2025	Adam DeCosta	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Marcel Sanders	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Robert Johnson	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Miguel Torres	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Nick Niedhammer	Kastner	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Nate Montgomery	Kastner	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Matt McGrady	Kastner	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Will Fane	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Alek Cintora	Kastner	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Sumner Manock	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	James Bailey	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Deon Hicks	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Joseph Lee	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country

**Clovis Unified School District
Conference Requests 1.15.2025**

2/12/2025	2/16/2025	Chad White	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/12/2025	2/16/2025	Tykee Woods	Clovis West	Nike Coach of the Year Clinic	Las Vegas, NV	Learn from and collaborate with the top Nike coaches in the country
2/15/2025	2/18/2025	Ying Vang	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Tachua Vue	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Lee Vue	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Laura Rosander	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Loduska Drew	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Paophue Her	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Roberto Sandoval	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Laimchu Lee	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Josh Puentes	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Jeremy Amon	Tarpey	Kagan Winter Academy	Las Vegas, NV	Learn instructional strategies for math
2/15/2025	2/18/2025	Naomi Rabbi	Tarpey	Kagan Winter Acadmies	Las Vegas, NV	Learn instructional strategies for math
3/5/2025	3/10/2025	Mark Bennett	Aquatics	USA Swimming Sectionals	Justin, TX	Supervise and coach athletes during competition
3/5/2025	3/10/2025	Gary Ota	Aquatics	USA Swimming Sectionals	Justin, TX	Supervise and coach athletes during competition
3/5/2025	3/10/2025	Adam Reid	Aquatics	USA Swimming Sectionals	Justin, TX	Supervise and coach athletes during competition
3/5/2025	3/10/2025	Jessica Schab	Aquatics	USA Swimming Sectionals	Justin, TX	Supervise and coach athletes during competition
3/5/2025	3/10/2025	Jordan Capper	Aquatics	USA Swimming Sectionals	Justin, TX	Supervise and coach athletes during competition
3/9/2025	3/12/2025	Tiffany Chance	Child Development	2025 National Afterschool Association Convention	Nashville, TN	Workshop and leadership conference
3/9/2025	3/12/2025	Kayla Unruh	Child Development	2025 National Afterschool Association Convention	Nashville, TN	Workshop and leadership conference

**Clovis Unified School District
Conference Requests 1.15.2025**

3/9/2025	3/12/2025	Lino Peregrina	Child Development	2025 National Afterschool Association Convention	Nashville, TN	Workshop and leadership conference
4/15/2025	4/19/2025	Kia Yang	Child Development	2025 Hmong National Development Conference	Minneapolis, MN	Workshop on Hmong community and leadership
4/25/2025	4/29/2025	George Bonanno	Buchanan	Cook Around the World	Orlando, FL	Supervise and coach students during competition
4/25/2025	4/29/2025	Methinee Bozeman	Buchanan	Cook Around the World	Orlando, FL	Admin supervision during competition
5/10/2025	5/15/2025	Billy Anderson	Business Services	Tyler Connect 2025	San Antonio, TX	Maximize the use of technology and operations related to Tyler programs
7/8/2025	7/11/2025	Casey Olson	Community Day	Innovative Schools Summit	Las Vegas, NV	Discuss and learn SEL competencies, address learning loss, support positive behavior, social-emotional learning forum
7/8/2025	7/11/2025	Brian Kisling	Community Day	Innovative Schools Summit	Las Vegas, NV	Discuss and learn SEL competencies, address learning loss, support positive behavior, social-emotional learning forum
7/8/2025	7/11/2025	Soua Herr	Community Day	Innovative Schools Summit	Las Vegas, NV	Discuss and learn SEL competencies, address learning loss, support positive behavior, social-emotional learning forum
7/8/2025	7/11/2025	Scott Schiller	Community Day	Innovative Schools Summit	Las Vegas, NV	Discuss and learn SEL competencies, address learning loss, support positive behavior, social-emotional learning forum
7/8/2025	7/11/2025	Kaitlin Rolan	Community Day	Innovative Schools Summit	Las Vegas, NV	Discuss and learn SEL competencies, address learning loss, support positive behavior, social-emotional learning forum
7/8/2025	7/11/2025	Gary Gleason	Community Day	Innovative Schools Summit	Las Vegas, NV	Discuss and learn SEL competencies, address learning loss, support positive behavior, social-emotional learning forum
7/8/2025	7/11/2025	Josh Aguilar	Community Day	Innovative Schools Summit	Las Vegas, NV	Discuss and learn SEL competencies, address learning loss, support positive behavior, social-emotional learning forum

CUSD Board Agenda Item

Agenda Item: M 2

Title: Fundraiser Requests

CONTACT: Marc Hammack

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Approve the Fundraiser Requests, as submitted.

DISCUSSION:

Attached are the Fundraiser Requests submitted for Board approval.

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[1.15.2025FundraiserRequests.pdf](#)

01-10-2025

**Clovis Unified School District
Fundraiser Requests 1.15.2025**

#	Site	Advisor	Start	End	Organization	Description	Vendor
10110	Hirayama Elem	Laura Reynolds	1/16/2025	6/6/2025	Library	Buddy Pictures	Larson Brothers Photography
10146	CHS	Diana Garcia	1/16/2025	6/6/2025	Advocacy For Future Club	Coffee Sales*	Starbucks
10154	Garfield Elem	Jennifer Bump	1/16/2025	6/30/2025	PTC	Candy Sales*	Chocolate Wishes
10155	CWHS	Maddie Dinsdale	1/16/2025	6/13/2025	Badminton	Gift Card Sales	Costco
10159	Oraze Elem	Sara McAvoy	1/16/2025	2/7/2025	Hmong Club	Dessert Sales*	Wonders Ice Cream
10160	REC	Shawn McAvoy	1/16/2025	6/30/2025	Wrestling	Recycled Mat Sales	None
10161	REC	Tyler Akers	1/16/2025	6/30/2025	CSI	Donations to Program	None
10162	REC	Tyler Akers	1/16/2025	6/30/2025	CSI	Online Donations	Snap! Raise Fundraising , RevTrak, Square
10163	REC	Tony Badella	1/16/2025	6/30/2025	Girls Soccer	Family Restaurant Night*	Chipotle Mexican Grill, Habit Burger Grill, Jersey Mike's Subs, Little Caesars, McDonald's, Mountain
10164	REC	Janine Sodersten	1/16/2025	6/30/2025	Badminton	Online Donations	Snap! Raise Fundraising , Vertical Raise, RevTrak, Square
10165	REC	May Vang	1/16/2025	6/30/2025	Asian Club	Showcase (Fashion, Drama, Dance, etc.)*	Asia Supermarket
10166	REC	May Vang	1/16/2025	6/30/2025	Asian Club	Online Food Sales*	Asia Supermarket
10167	REC	Thea Tan	1/16/2025	6/30/2025	Transitions	Family Restaurant Night*	Chipotle Mexican Grill, McDonald's, Me-n-Ed's, Mountain Mike's Pizza, Panda Express, Menchie's Frozen Yogurt, Raising Cane's
10168	REC	Vanessa Gonzalez	1/16/2025	6/30/2025	Folklorico	Online Donations	Snap! Raise Fundraising , Vertical Raise, RevTrak, Square
10169	REC	Vanessa Gonzalez	1/16/2025	6/30/2025	Dance	Online Donations	Snap! Raise Fundraising , Vertical Raise, RevTrak, Square
10170	REC	Jason Roche	1/16/2025	6/30/2025	Setting Scoliosis Straight Club	Donations for Charitable Organizations	Setting Scoliosis Straight

*In compliance with Board Policy 3554.

**Clovis Unified School District
Fundraiser Requests 1.15.2025**

10173	Fancher Creek	Annise Magpayo	2/5/2025	6/6/2025	ASB	Miscellaneous	Around the World Yo-Yo Entertainment
10174	Jefferson Elem	Andrew Bolls	1/16/2025	6/6/2025	ASB	Family Restaurant Night*	Panda Express, Raising Cane's
10175	CWHS	Greg White	1/16/2025	6/6/2025	Boys Volleyball	Bingo Night*	RevTrak
10176	CNEC	Joshua Shapiro	1/16/2025	6/30/2025	Foundation	Family Restaurant Night*	Habit Burger Grill
10177	CHS	Chue Ly	1/16/2025	6/6/2025	Car Club	Car Show	None
10178	Boris Elem	Rene Cardona	2/1/2025	6/6/2025	ASB	Cookie Grams*	Crave Cookie
10180	Oraze Elem	Sara McAvoy	1/16/2025	6/6/2025	Activities	Movie Nights*	Costco, Walmart, Smart & Final
10181	Boris Elem	Rene Cardona	1/16/2025	6/6/2025	ASB	Cookie Dough Sales*	Believe Kids
10182	BHS	Brad Fontes	1/16/2025	6/30/2025	Baseball	Adult Dinners/Dance (ie. BBQs, crab feasts)	Meat Market
10184	Oraze Elem	Sara McAvoy	1/16/2025	6/6/2025	PTC	Family Restaurant Night*	McDonald's, Me-n-Ed's, Crave Cookie, Raising Cane's
10185	Freedom Elem	Laurel Graves	1/16/2025	6/30/2025	ASB	Food Truck*	Clash Coffee Boba and Lemonade, Bubblebee, Wetzels Pretzels, Harry's Mexican Grill
10186	Freedom Elem	Laurel Graves	1/16/2025	6/30/2025	PTC	Food Truck*	Clash Coffee Boba and Lemonade, Bubblebee, Wetzels Pretzels, Harry's Mexican Grill
10191	District Office	Principals	1/16/2025	6/6/2025	District Wide	Donations for Charitable Organizations	Red Cross

*In compliance with Board Policy 3554.

CUSD Board Agenda Item

Agenda Item: M 3

Title: Student Trip Requests

CONTACT: Marc Hammack

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Approve the Student Trip Requests, as submitted.

DISCUSSION:

Attached are the Student Trip Requests submitted for Board approval.

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[1.15.2025StudentTripRequests.pdf](#)

01-02-2025

**Clovis Unified School District
Student Trip Requests 1.15.2025**

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96528	BHS Choir	01/16/2025 06:00 AM	01/18/2025 09:00 AM	BHS-NONE-BrdApp	Sacramento, CA	4
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96529	CEHS Choir	01/16/2025 06:00 AM	01/18/2025 08:00 PM	CEH-NONE-BrdApp	Sacramento, CA	15
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96530	CHS Choir	01/16/2025 07:00 AM	01/18/2025 09:00 PM	CHS-NONE-BrdApp	Sacramento, CA	1
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96543	CNEC Choir	01/16/2025 07:00 AM	01/18/2025 08:00 PM	CNH-0500-Van-BrdApp	Sacramento, CA	3
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96575	CEHS Wrestling	01/16/2025 02:00 PM	01/18/2025 11:00 PM	CEH/ATH-0500-Van-BrdApp	Temecula, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96815	CHS Wrestling	01/16/2025 06:00 AM	01/18/2025 11:00 PM	CCUR-CHS-Van-BrdApp	Fountain Valley, CA	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96554	CCUR Over the Top Volleyball	01/17/2025 05:00 AM	01/20/2025 06:00 PM	CCUR-NONE-BrdApp	San Mateo, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96576	CEHS Wrestling	01/23/2025 04:00 PM	01/25/2025 07:30 PM	CEH/ATH-0500-Van-BrdApp	Gilroy, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96434	AQUA Clovis Swim Club	01/31/2025 03:30 PM	02/02/2025 10:00 PM	AQUA-Van-BrdApp	Arroyo Grande, CA	25
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96579	BHS Pep and Cheer	01/31/2025 04:00 AM	02/02/2025 11:00 PM	BHS-FDN-Van-BrdApp	Manhattan Beach, CA	27
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96693	CWHS CTE	02/07/2025 05:00 PM	02/10/2025 11:45 AM	CWH-CTEIG-PA-Van-BrdApp	Folsom, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96478	BHS Boys Soccer	02/13/2025 06:00 AM	02/15/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	26
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96517	BHS Girls Soccer	02/14/2025 06:00 AM	02/16/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	28
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96479	BHS Boys Soccer	02/17/2025 06:00 AM	02/19/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	26
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96518	BHS Girls Soccer	02/18/2025 06:00 AM	02/20/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	28
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96480	BHS Boys Soccer	02/19/2025 06:00 AM	02/21/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	26
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96519	BHS Girls Soccer	02/20/2025 06:00 AM	02/22/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	28
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96219	BHS Boys Tennis	02/21/2025 06:00 AM	02/23/2025 12:00 PM	BHS/ATH-0500-Van-BrdApp	San Luis Obispo, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96354	CCUR Clovis Academy Gymnastics	02/21/2025 05:00 AM	02/24/2025 06:00 PM	CCUR-NONE-BrdApp	San Diego, CA	5

**Clovis Unified School District
Student Trip Requests 1.15.2025**

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96481	BHS Boys Soccer	02/24/2025 06:00 AM	02/28/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	26
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96508	CHS Girls Soccer	02/24/2025 06:00 AM	02/28/2025 11:30 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	17
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96521	BHS Girls Soccer	02/24/2025 06:00 AM	02/28/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	28
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96681	CWHS Boys Golf	02/24/2025 06:00 AM	02/25/2025 09:00 PM	CWH/ATH-0500-Van-BrdApp	Santa Maria, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96618	BHS Robotics	02/27/2025 01:00 PM	03/02/2025 09:00 PM	BHS-NONE-BrdApp	Hollister, CA	4
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96596	BHS Boys Baseball	02/28/2025 08:00 AM	03/01/2025 04:00 PM	BHS/ATH-0500-CharterBus-BrdApp	San Jose, CA	25
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96619	BHS Robotics	02/28/2025 05:00 AM	03/02/2025 08:30 PM	BHS-ASB-SchoolBus-BrdApp	Hollister, CA	36
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96482	BHS Boys Soccer	03/03/2025 06:00 AM	03/05/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	26
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96509	CHS Girls Soccer	03/03/2025 06:00 AM	03/05/2025 11:30 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	17
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96512	CHS Boys Soccer	03/03/2025 06:00 AM	03/05/2025 11:30 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	17
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96459	AQUA Clovis Swim Club	03/05/2025 05:00 AM	03/10/2025 06:30 PM	AQUA-NONE-BrdApp	Justin, TX	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96483	BHS Boys Soccer	03/05/2025 06:00 AM	03/07/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	26
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96510	CHS Girls Soccer	03/05/2025 06:00 AM	03/07/2025 11:30 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	17
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96513	CHS Boys Soccer	03/05/2025 06:00 AM	03/07/2025 11:30 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	17
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96601	CNEC Boys Golf	03/06/2025 07:00 AM	03/07/2025 08:00 PM	CNH/ATH-0500-Van-BrdApp	Monterey, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96484	BHS Boys Soccer	03/07/2025 06:00 AM	03/09/2025 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	26
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96511	CHS Girls Soccer	03/07/2025 06:00 AM	03/09/2025 11:30 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	17
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96514	CHS Boys Soccer	03/07/2025 06:00 AM	03/09/2025 11:30 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	17
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96585	CCUR CN Wrestling	03/07/2025 05:00 AM	03/09/2025 06:00 PM	CCUR-CNHS/FDN-Van-BrdApp	Loomis, CA	20

**Clovis Unified School District
Student Trip Requests 1.15.2025**

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96674	CHS BSU	03/07/2025 08:00 AM	03/09/2025 05:00 PM	CHS-NONE-BrdApp	Riverside, CA	8
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96602	CNEC Boys Golf	03/09/2025 07:00 AM	03/10/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	Diablo, CA	5
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96680	CWHS Boys Golf	03/09/2025 06:00 AM	03/10/2025 09:00 PM	CWH/ATH-0500-Van-BrdApp	Danville, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96608	CNEC Swim and Dive	03/13/2025 07:00 AM	03/14/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	Mission Viejo, CA	8
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96557	CCUR Over the Top Volleyball	03/14/2025 05:00 AM	03/16/2025 05:00 PM	CCUR-NONE-BrdApp	San Mateo, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96607	CNEC Swim and Dive	03/14/2025 07:00 AM	03/15/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	Mission Viejo, CA	36
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96645	BHS Robotics	03/14/2025 01:00 PM	03/17/2025 09:30 PM	BHS-NONE-BrdApp	Elk Grove, CA	4
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96656	CEHS Swim	03/14/2025 08:00 AM	03/16/2025 12:00 PM	CEH/ATH-FDN-Van-BrdApp	Anaheim, CA	24
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96646	BHS Robotics	03/15/2025 05:00 AM	03/17/2025 09:00 PM	BHS-ASB-SchoolBus-BrdApp	Elk Grove, CA	36
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96387	BHS Academic Decathlon	03/20/2025 08:00 AM	03/24/2025 01:00 PM	BHS-ASB-Van-BrdApp	Santa Clara, CA	9
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96435	AQUA Clovis Swim Club	03/20/2025 08:30 AM	03/23/2025 10:30 PM	AQUA-Van-BrdApp	Sacramento, CA	42
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96749	CWHS CTE	04/04/2025 11:00 AM	04/06/2025 01:20 AM	CWH-CTEIG-PA-CharterBus-BrdApp	Los Angeles, CA	40
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96682	CWHS Boys Golf	04/05/2025 06:00 AM	04/09/2025 08:00 PM	CWH/ATH-FDN-Van-BrdApp	Palm Springs, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96609	CNEC Swim and Dive	04/11/2025 07:00 AM	04/13/2025 10:00 PM	CNH/ATH-0500-Van-BrdApp	Walnut, CA	40
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96725	CEHS Track and Field	04/11/2025 05:45 AM	04/13/2025 12:30 AM	CEH/ATH-FDN-Van-BrdApp	Arcadia, CA	18
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96383	CHS Band	04/25/2025 10:00 AM	04/27/2025 02:30 PM	CHS-0500-CharterBus-BrdApp	Irvine, CA	24
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96457	BHS Culinary	04/25/2025 05:00 AM	04/29/2025 08:00 PM	BHS-NONE-BrdApp	Orlando, FL	8
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96550	CWHS Choir	04/25/2025 07:00 AM	04/27/2025 10:00 PM	CWH-FDN-CharterBus-BrdApp	Los Angeles, CA	52
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96593	CNEC History Day	05/01/2025 03:00 PM	05/04/2025 05:00 PM	CNH-NONE-BrdApp	Sacramento, CA	30

Clovis Unified School District
Student Trip Requests 1.15.2025

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
96525	CEHS Forensics	05/02/2025 08:00 AM	05/04/2025 10:00 PM	CEH-FDN-Van-BrdApp	Culver City, CA	12

Thursday, January 02, 2025 12:56 PM

Title: Voluntary Community Recreation Programs

CONTACT: Marc Hammack

FOR INFORMATION:

FOR ACTION: January 15, 2025

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
Iron Eagles Free Wrestling Camp 2025
Clovis West High School
Date: January 16 - February 16, 2025
Grade: K-8
Cost: \$0

Clovis Community Sports and Recreation Department
Wolfpack Boys Volleyball Strength and Conditioning
Clovis East High School
Date: January 16 - June 30, 2025
Grade: 7-12
Cost: \$0

Clovis Community Sports and Recreation Department
Wolfpack Boys Volleyball Academy
Clovis East High School
Date: January 16 - June 30, 2025
Grade: 7-12

Cost: \$0

Clovis Community Sports and Recreation Department
Winter Splash Water Polo Tournament
Clovis North High School
Date: January 18, 2025
Grade: 7-12
Cost: \$315.00 per team

Clovis Community Sports and Recreation Department
Volleyball Skills Development Camp
Reyburn Intermediate School
Date: January 20 - 31, 2025
Grade: 7-8
Cost: \$30.00 per participant

Clovis Community Sports and Recreation Department
Softball Skills Development Camp
Reyburn Intermediate School
Date: January 20 - 31, 2025
Grade: 7-8
Cost: \$30.00 per participant

Clovis Community Sports and Recreation Department
Baseball Skills Development Camp
Reyburn Intermediate School
Date: January 21 - 30, 2025
Grade: 7-12
Cost: \$30.00 per participant

Clovis Community Sports and Recreation Department
Spring Golf Workouts
Clovis West High School
Date: February 3 - May 12, 2025
Grade: 7-12
Cost: \$0

Clovis Community Sports and Recreation Department
Wolfpack Elementary Boys Volleyball Technique Camp
Clovis East High School
Date: February 10 - 17, 2025
Grade: 4-6
Cost: \$0

Clovis Community Sports and Recreation Department
Free Basketball Skills Clinic
Clovis West High School
Date: February 22 - March 1, 2025
Grade: K-8
Cost: \$0

Clovis Community Sports and Recreation Department
Stampede Spring Girls Volleyball League
Clovis North High School
Date: March 1 - May 23, 2025
Grade: 8-12
Cost: \$0

Clovis Community Sports and Recreation Department
Lil Gridiron Football
Clovis West High School
Date: March 1 - May 31, 2025
Grade: K-6
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Spring Pep and Cheer Camp
Buchanan High School
Date: March 17 - April 10, 2025
Grade: 4-11
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department
Wrestling Off Season Training Program
Clovis High School
Date: March 31 - July 12, 2025
Grade: 7-12
Cost: \$150.00 per participant

Clovis Community Sports and Recreation Department
Youth Player Volleyball Development League
Clovis North High School
Date: May 12 - July 23, 2025
Grade: 8-12
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department
Wolfpack Elementary Boys Volleyball Summer Kick-off
Clovis East High School
Date: June 9 - 13, 2025
Grade: 4-6
Cost: \$0

Clovis Community Sports and Recreation Department
Wolfpack Middle School Boys Volleyball Summer Kick-off
Clovis East High School
Date: June 9 - 13, 2025
Grade: 7-8
Cost: \$0

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

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

CUSD Board Agenda Item

Agenda Item: M 5

Title: December 13, 2024, Governing Board Regular Meeting Minutes

CONTACT: Marc Hammack

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

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

DISCUSSION:

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[12.13.2024Minutes.pdf](#)

01-07-2025



**GOVERNING BOARD MEETING
MINUTES**

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.

A. CALL TO ORDER

Superintendent Corrine Folmer, Ed.D. called the Governing Board meeting to order at 11:02 a.m.

B. ROLL CALL

Board Members Present:

Hugh Awtrey, Member
Deena Combs-Flores, Member
Steven Fogg, M.D., Member
Yolanda Moore, Member
Wilma Tom Hashimoto, Member

Board Members Absent:

Clinton Olivier, 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

Approved the December 13, 2024, Governing Board regular meeting agenda, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Moore Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

D. CLOSED SESSION

The Board adjourned to Closed Session at 11:02 a.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) - 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

Superintendent Corrine Folmer, Ed.D. reconvened the public meeting at 12:07 p.m.

F. RECOGNITION OF VISITORS

Superintendent Corrine Folmer, Ed.D. welcomed meeting attendees.

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. 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

Adopted 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 on December 13, 2024.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Combs-Flores, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

2. Resolution No. 4024 - Declaring Elected Board Members to Office

Adopted Resolution No. 4024 declaring these elected Board members to office: Wilma Tom Hashimoto to Trustee Area 2 and Hugh Awtrey to Trustee Area 4.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members

voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board
Members voting Absent: Olivier, Stoker Madsen

3. Oath of Office

United States Magistrate Judge Stanley A. Boone performed the oaths of office for the following Board members: Wilma Tom Hashimoto for Trustee Area 2, Hugh Awtrey for Trustee Area 4, Steven G. Fogg, M.D. for Trustee Area 5 and Yolanda Moore for Trustee Area 7.

I. ORGANIZATION OF BOARD

1. Annual Organization Meeting

Approved the nomination of Board Member Yolanda Moore as Board President for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Member Steven G. Fogg, M.D. as Board Vice-President for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Combs-Flores, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Member Hugh Awtrey as Board Clerk for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Member Wilma Tom Hashimoto to the Clovis City Council/Governing Board Joint Subcommittee for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Combs-Flores, Seconded by Board Member Fogg Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Vice-President Steven G. Fogg, M.D. and Board President Yolanda Moore to remain on the Clovis City Council/Governing Board Joint Subcommittee for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Member Wilma Tom Hashimoto to the Fresno City Council/Governing Board Joint Subcommittee for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Combs-Flores, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination for Board Members Clinton Olivier and Tiffany Stoker Madsen to remain on the Fresno City Council/Governing Board Joint Subcommittee for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination for Board Clerk Hugh Awtrey, Board Vice-President Steven G. Fogg, M.D. and Board Member Clinton Olivier to remain on the Admin Services/HR Board Subcommittee for a term of one year. Board Member Clinton Olivier was appointed chair of this subcommittee.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Combs-Flores, Seconded by Board Member Fogg Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination for Board Member Deena Combs-Flores, Board President Yolanda Moore and Board Member Tiffany Stoker Madsen to the School Leadership/Instructional Services Board Subcommittee for a term of one year. Board Member Tiffany Stoker Madsen was appointed chair of this subcommittee.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Hugh Awtrey to the CART Board of Directors for a

term of two years.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Moore Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Clerk Hugh Awtrey as Appointee No. 2 to the CSBA Delegate Assembly, Subregion 10-B for a term of two years.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Moore, Seconded by Board Member Tom Hashimoto Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Member Deena Combs-Flores as the voting representative to the Fresno County Committee on School District Organization for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Awtrey, Seconded by Board Member Moore Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the nomination of Board Member Clinton Olivier as the voting representative alternate to the Fresno County Committee on School District Organization for a term of one year.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Awtrey, Seconded by Board Member Tom Hashimoto Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the proposed schedule of regular Board meetings from July 2025 through June 2026 and set the date of the Annual Organization Meeting to December 12, 2025.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

J. CLOSED SESSION MOTIONS

Approved routine Personnel Matters, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg,

Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the appointment of current Principal at Fugman Elementary School Jeremy Pierro to the open position of Deputy Principal at the Terry P. Bradley Educational Center.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved the appointment of current Learning Director at Buchanan High School Jonathan Slater to the open position of Deputy Principal at the Terry P. Bradley Educational Center.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

Approved Student Discipline Matters relating to students 25-09 through 25-11, as submitted.

Motion: Approved Result: Passed Actions: Approved Mov-ed by Board Member Tom Hashimoto, Seconded by Board Member Fogg Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

K. 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.

L. 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.

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

Conducted a public hearing at 12:57 p.m. at 1680 David E. Cook Way, Clovis, California regarding the initial collective bargaining proposal between Clovis Unified School District and ACE ASL Interpreters. No meeting attendees spoke at this public hearing.

O. CONSENT

1. Conference Requests

Approved the Conference Requests, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

2. Fundraiser Requests

Approved the Fundraiser Requests, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

3. Student Trip Requests

Approved the Student Trip Requests, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

4. Voluntary Community Recreation Programs

Approved the Voluntary Community Recreation Programs, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

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

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

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

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member

Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

7. Ratification of Purchase Orders, District Contracts and Check Register

Ratified District Purchase Orders, Contract and Warrants numbered 684198 through 685731.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

8. Change Orders

Approved the Change Orders, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

9. Notice of Completion

Adopted the Notice of Completion, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

10. Resolution No. 4023 – Agreement with San Joaquin Valley Air Pollution Control District

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

11. Updated 2025 Summer School Academic Calendar

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: 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. Agreement with Arts Enrichment For All

Authorized 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.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

2. Appointment of Architect for the Warehouse Freezer Project

Authorized the Superintendent or designee to enter into an agreement with the recommended architectural firm to provide design services for the Warehouse Freezer Project.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

3. Annual Developer Fee Findings and Public Information Report (2023-24)

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

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

Approved construction costs for Increment Five, Package 13, the rebid of the pool for 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: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

5. Resolution No. 4021 - Adopting a Mitigated Negative Declaration for the District

Campus Phase II Project

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

6. Annual First Interim Report with a Positive Certification

Approved the District's First Interim Financial Report, as submitted, and adopted 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.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

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

Authorized the purchase of a Verkada Closed Circuit Television camera security system via piggyback through the California Multiple Awards Schedule.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

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

Adopted Resolution No. 4025 authorizing the District to submit an application to Fresno County Superintendent of Schools to reaffirm fiscal accountability status.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

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

Adopted the new Board Policy 4252 regarding classified special compensation.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Tom Hashimoto Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

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

Approved the memorandums of understanding to adjust longevity pay amount effective July 1, 2021, July 1, 2022, July 1, 2023, and the Professional Growth Program, ensuring compliance with the Public Employees' Retirement Law and California Public Employees' Retirement System regulations.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Combs-Flores, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

11. Provisional Internship Permit

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Combs-Flores Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: Olivier, Stoker Madsen

12. Award of Bid - Construction

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

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Awtrey Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Absent: 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. 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)

Board Clerk Hugh Awtrey reported that recruiting, budget matters and a technology refresh were discussed at the CART Board Subcommittee Meeting held on December 10, 2024.

S. BOARD MEMBER REPORTS

T. ADJOURNMENT

Board President Yolanda Moore adjourned the regular Governing Board meeting at 1:26 p.m.

RESPECTFULLY SUBMITTED:

Clerk

Secretary

CUSD Board Agenda Item

Agenda Item: M 6

Title: December 13, 2024, Governing Board Special Meeting Minutes

CONTACT: Marc Hammack

FOR INFORMATION:

FOR ACTION: December 13, 2024

RECOMMENDATION:

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

DISCUSSION:

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[12.13.2024SpecialMinutes.pdf](#)

01-02-2025



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

**Second Floor Conference Room, Technology Building
1670 David E Cook Way, Clovis, California**

1:00 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.

A. CALL TO ORDER

Board President Yolanda Moore called the special Governing Board meeting to order at 1:44 p.m.

B. ROLL CALL

Board Members Present:

Yolanda Moore, President
Steven Fogg, M.D., Vice-President
Hugh Awtrey, Clerk
Deena Combs-Flores, Member
Wilma Tom Hashimoto, Member

Board Members Absent:

Clinton Olivier, 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

Approved the December 13, 2024, Governing Board special meeting agenda, as submitted.

Motion: Approved Result: Passed Actions: Approved Moved by Board Member Fogg, Seconded by Board Member Tom Hashimoto Passed: 5-0 Board Members voting Ayes: Awtrey, Combs-Flores, Fogg, Moore, Tom Hashimoto Board Members voting Abstain: Olivier, Stoker Madsen

D. WORKSHOP

1. 2024-25 Budget and Finance Workshop

Staff presented the annual Budget and Finance Workshop.

E. ADJOURNMENT

Board President Yolanda Moore adjourned the Governing Board special meeting at 2:26 p.m.

RESPECTFULLY SUBMITTED:

Clerk

Secretary

CUSD Board Agenda Item

Agenda Item: M 7

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

CONTACT: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Ratify Purchase Orders, District Contracts and Warrants numbered 685732 through 687160.

DISCUSSION:

District Administration recommends ratification of the Purchase Orders and District Contracts for the period of November 23, 2024 - December 29, 2024, as well as the Warrant register for November 26, 2024 - December 26, 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:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: M 8

Title: Change Orders

CONTACT: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Approve the Change Orders, as submitted.

DISCUSSION:

Change Order Number	Contract/Bid Number	Project Type	Site(s)	DSA Number
CES-0113	Bid 2922	New Construction - 2023	Hirayama Elementary School - Phase 1 and 2	02-120543
CES-0909	Bid 2922	New Construction - 2023	Hirayama Elementary School - Phase 1 and 2	02-120543
CES-1001	Bid 2922	New Construction - 2023	Hirayama Elementary School - Phase 1 and 2	02-120543
CES-1105	Bid 2922	New Construction - 2023	Hirayama Elementary School - Phase 1 and 2	02-120543
CES-1209	Bid 2922	New Construction - 2023	Hirayama Elementary School - Phase 1 and 2	02-120543
CES-1408	Bid 2922	New Construction - 2023	Hirayama Elementary School - Phase 1 and 2	02-120543
CES-1513	Bid 2922	New Construction - 2023	Hirayama Elementary School - Phase 1 and 2	02-120543
CMET-0105	Bid 2960	Modernization - 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
CMET-0304	Bid 2960	Modernization - 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
CMET-0607	Bid 2960	Modernization - 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
CMET-0701	Bid 2960	Modernization - 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
CMET-1202	Bid 2960	Modernization - 2023	Clark Intermediate School MET Modernization - Phase 2	02-121097
01	Bid 2982	Portable Improvements - 2024	Tarpey Elementary Toilet Room -Improvements (2024) Tarpey Elementary Portables (2024) Miramonte Elementary Toilet Room -Improvements (2024) Boris Elementary Portables (2024)	Tarpey TR 02-121398 Tarpey Portable 02-122244 Miramonte TR 02-121399 Boris Portable 02-122243
DOE-0208	Bid 2965	New Construction - 2024	District Campus - Phase 1	02-120813

DOE-0305	Bid 2965	New Construction - 2024	District Campus - Phase 1	02-120813
DOE-0903	Bid 2965	New Construction - 2024	District Campus - Phase 1	02-120813
DOE-1604	Bid 2965	New Construction - 2024	District Campus - Phase 1	02-120813
DOE-1703	Bid 2965	New Construction - 2024	District Campus - Phase 1	02-120813
01	Bid 2990-4/OS	New Construction - 2024	Terry Bradley Educational Center - Phase 4/OS	02-120345
03	Bid 2989-4/4UY	New Construction - 2024	Terry Bradley Educational Center - Phase 4/4UY	02-121930
07	Bid 2970/2972-3/3A	New Construction - 2024	Terry Bradley Educational Center - Phase 3/3A	02-120345
09	Bid 2964/2971-2/2A	New Construction - 2023	Terry Bradley Educational Center - Phase 2/2A	02-120345
13	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

12-26-2024

Contract Change Order No. 13

Project Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 1/15/2025
Bid No./Contract Bid No. 2922 /CES-01 (3230563) Bid 2922 (Phase 1)

Description CES-01-CO13

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

Item No.	Item Description	Item Amount	Reason for Change
01	Building C trash cleanup.	\$1,439.00	Unforeseen Condition

Description: Building C trash cleanup.
 Requested By: Unforeseen Condition. \$1,439.00 to be added to the contract.
 Reason for Change: Unforeseen Condition. The electrical Prime was directed to cleanup around Building C. They did not cleanup their work area around this building, another Prime completed the work on their behalf. A deductive change order from electrical Prime for the same amount to follow.

Item No.	Item Description	Item Amount	Reason for Change
02	Added hardware for steel gate.	\$3,336.00	Agency Requirement

Description: Added hardware for steel gate.
 Requested By: Agency Requirement. \$3,336.00 to be added to the contract.
 Reason for Change: Agency Requirement. Additional hardware will be installed at structural steel gate (SG-9). This gate is in contract, however the hardware was initially not required.

Total for this Current CCO \$4,775.00

CONTRACT SUMMARY:

Original Contract	\$5,681,360.00
Pending CCOs (Including Current CCO)	\$32,681.00
Previous Approved CCOs	\$228,025.48
Total Contract	\$5,942,066.48

The revised contract amount is an increase of 4.59% from the original amount.

Contract Change Order No. 09

Project Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 1/15/2025
Bid No./Contract Bid No. 2922 /CES-09 (3230819) Bid 2923 (Phase 2)

Description CES-09-CO9

From Clovis Unified School District
 1470 Herndon Avenue
 Clovis, CA 93611 **To** Karsyn Construction, Inc.
 4697 W. Jacquelyn Avenue
 Fresno, California 93722

Item No.	Item Description	Item Amount	Reason for Change
01	Modifications to Building D corridor ceiling.	\$2,771.00	Unforeseen Condition

Description: Modifications to Building D corridor ceiling.
 Requested By: Unforeseen Condition. \$2,771.00 to be added to the contract.
 Reason for Change: Unforeseen Condition. Ceiling heights had to be modified and lowered in Building D corridor due to added DSA (Division of the State Architect) brace frame.

Item No.	Item Description	Item Amount	Reason for Change
02	Building D furred-out wall.	\$1,375.00	Unforeseen Condition

Description: Building D furred-out wall.
 Requested By: Unforeseen Condition. \$1,375.00 to be added to the contract.
 Reason for Change: Unforeseen Condition. Due to the sinks in Building D classrooms 101 and 100 conflicting with added DSA (Division of the State Architect) brace frames, 4 inch furred-out walls will be added so that the plumbing can run past columns and back above ceiling as needed.

Total for this Current CCO \$4,146.00

CONTRACT SUMMARY:

Original Contract	\$6,350,000.00
Pending CCOs (Including Current CCO)	\$4,146.00
Previous Approved CCOs	\$131,987.00
Total Contract	\$6,486,133.00

The revised contract amount is an increase of 2.14% from the original amount.

Contract Change Order No. 01

Project Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 1/15/2025
Bid No./Contract Bid No. 2922 /CES-10 (3240083) Bid 2923 (Phase 2)

Description CES-10-CO1

From Clovis Unified School District
 1470 Herndon Avenue
 Clovis, CA 93611 **To** Western Building Materials Co.
 4620 E. Olive Ave.
 Fresno, California 93702

Item No.	Item Description	Item Amount	Reason for Change
01	Added fiberglass panels in Building E restroom.	\$638.00	District Change

Description: Added fiberglass panels in Building E restroom.
 Requested By: District Change. \$638.00 to be added to the contract.
 Reason for Change: District Change. FRP (Fiberglass Reinforced Plastic) panels will be added to the furred-out wall in Building E, Boy's Restroom. This wall was framed out due to a cross-brace conflicting with space.

Total for this Current CCO \$638.00

CONTRACT SUMMARY:

Original Contract	\$595,150.00
Pending CCOs (Including Current CCO)	\$638.00
Previous Approved CCOs	\$0.00
Total Contract	\$595,788.00

The revised contract amount is an increase of 0.11% from the original amount.

Contract Change Order No. 05

Project Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 1/15/2025
Bid No./Contract Bid No. 2922 /CES-11 (3240024) Bid 2923 (Phase 2)

Description CES-11-CO5

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	Rust prevention at exterior canopies.	\$4,163.00	District Change

Description: Rust prevention at exterior canopies.
 Requested By: District Change. \$4,163.00 to be added to the contract.
 Reason for Change: District Change. Rust prevention was added to Building's A and B exterior canopies and trellises. This was requested by the District to ensure the exterior architectural/structural steel has a lasting clean finish.

Total for this Current CCO \$4,163.00

CONTRACT SUMMARY:

Original Contract	\$461,953.00
Pending CCOs (Including Current CCO)	\$10,629.62
Previous Approved CCOs	\$28,449.00
Total Contract	\$501,031.62

The revised contract amount is an increase of 8.24% from the original amount.

Contract Change Order No. 09

Project Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 1/15/2025
Bid No./Contract Bid No. 2922 /CES-12 (3230822) Bid 2923 (Phase 2)

Description CES-12-CO9

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	Overtime for Building A and K1/K2 windows.	\$1,309.00	Unforeseen Condition

Description: Overtime for Building A and K1/K2 windows.
 Requested By: Unforeseen Condition. \$1,309.00 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 installation and water testing at Buildings A, K1, and K2 windows, to maintain the project completion date.

Item No.	Item Description	Item Amount	Reason for Change
02	Modify existing storefronts at Building B.	\$2,518.00	A&E Omission

Description: Modify existing storefronts at Building B.
 Requested By: A&E Omission. \$2,518.00 to be added to the contract.
 Reason for Change: A&E Omission. Building B classroom windows along the corridor did not line up with the finished framed-in walls. The window frames had to be modified and cut down so that they could fit flush with the walls.

Total for this Current CCO **\$3,827.00**

CONTRACT SUMMARY:

Original Contract	\$5,473,071.00
Pending CCOs (Including Current CCO)	\$(5,049.00)
Previous Approved CCOs	\$(44,754.81)
Total Contract	\$5,423,267.19

The revised contract is a decrease of 0.91% from the original amount.

Contract Change Order No. 08

Project Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 1/15/2025
Bid No./Contract Bid No. 2922 /CES-14 (3240059) Bid 2923 (Phase 2)

Description CES-14-CO8

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	Building E added a weep line.	\$1,753.00	A&E Omission

Description: Building E added a weep line.
 Requested By: A&E Omission. \$1,753.00 to be added to the contract.
 Reason for Change: A&E Omission. A 1/2" drainpipe was added at the Nanawall System sill connecting to the storm drain piping at the canopy downspouts. Currently, the drawings do not include this connection to divert water away from the door system.

Item No.	Item Description	Item Amount	Reason for Change
02	Building E added downspouts.	\$8,722.00	A&E Omission

Description: Building E added downspouts.
 Requested By: A&E Omission. \$8,722.00 to be added to the contract.
 Reason for Change: A&E Omission. Building E gutter at the north elevation lower metal roof currently has one downspout. Per SMACNA (Sheet Metal and Air Conditioning Contractors' National Association), a gutter expansion is required every 60 feet. This condition is approximately 77 feet long, which requires an additional downspout at the corner of the building.

Item No.	Item Description	Item Amount	Reason for Change
03	Repair damaged 4" water line.	\$3,607.00	District Change

Description: Repair damaged 4" water line.
 Requested By: District Change. \$3,607.00 to be added to the contract.
 Reason for Change: District Change. A damaged 4" water line was repaired so that concrete pours could remain on schedule.

Item No.	Item Description	Item Amount	Reason for Change
04	Repair 6" storm drain inlet.	\$3,207.00	District Change

Description: Repair 6" storm drain inlet.
 Requested By: District Change. \$3,207.00 to be added to the contract.
 Reason for Change: District Change. A damaged 6" storm drain inlet was replaced so that concrete pours could remain on schedule.

Item No.	Item Description	Item Amount	Reason for Change
05	Repair 10" storm drain line.	\$3,076.00	District Change

Description: Repair 10" storm drain line.
 Requested By: District Change. \$3,076.00 to be added to the contract.
 Reason for Change: District Change. A damaged 10" storm drain line was replaced so that concrete pours could remain on schedule.

Total for this Current CCO **\$20,365.00**

CONTRACT SUMMARY:

Original Contract	\$3,568,730.00
Pending CCOs (Including Current CCO)	\$61,714.00
Previous Approved CCOs	\$72,561.00
Total Contract	\$3,703,005.00

The revised contract amount is an increase of 3.76% from the original amount.

Contract Change Order No. 13

Project Hirayama Elem. Sch. Phase 1 & 2 (2023) 35060 (Fowler McKinley) **Date** 1/15/2025
Bid No./Contract Bid No. 2922 /CES-15 (3230818) Bid 2932 (Phase 2)

Description CES-15-CO13

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

Item No.	Item Description	Item Amount	Reason for Change
01	Add dishwasher relay.	\$639.00	District Change

Description: Add dishwasher relay.
 Requested By: District Change. \$639.00 to be added to the contract.
 Reason for Change: District Change. The District requested that a dishwasher relay be added to the exhaust fan in Building E. This was added after finishes were complete.

Total for this Current CCO \$639.00

CONTRACT SUMMARY:

Original Contract	\$4,632,000.00
Pending CCOs (Including Current CCO)	\$395,133.00
Previous Approved CCOs	\$601,767.65
Total Contract	\$5,628,900.65

The revised contract amount is an increase of 21.52% from the original amount.

Contract Change Order No. 05

Project Clark MET Mod. Phase 2 (2023) **Date** 1/15/2025
20012
Bid No./Contract Bid No. 2960 /CMET-01
(3240235)

Description CMET-01-CO5

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	Clean top of grade beams.	\$1,014.29	Unforeseen Condition

Description: Clean top of grade beams.
Requested By: Unforeseen Condition. \$1,014.29 to be added to the contract.
Reason for Change: Unforeseen Condition. Due to unknown site conditions, additional cleaning at the grade beams was required for the slab to be poured.

Item No.	Item Description	Item Amount	Reason for Change
02	Form additional block-outs.	\$4,029.10	Unforeseen Condition

Description: Form additional block-outs.
Requested By: Unforeseen Condition. \$4,029.10 to be added to the contract.
Reason for Change: Unforeseen Condition. Due to the lead time on the doors, additional block-outs were formed at the northernmost wall to the nearest joint until the door frames were installed.

Item No.	Item Description	Item Amount	Reason for Change
03	Clean excess mud.	\$3,803.58	Unforeseen Condition

Description: Clean excess mud.
Requested By: Unforeseen Condition. \$3,803.58 to be added to the contract.
Reason for Change: Unforeseen Condition. Due to the weather conditions, excess mud had to be removed from the site to proceed with footings and slab.

Item No.	Item Description	Item Amount	Reason for Change
04	Add closure metal at roof drains.	\$2,432.50	District Change

Description: Add closure metal at roof drains.
Requested By: District Change. \$2,432.50 to be added to the contract.
Reason for Change: District Change. Closure metal was added at the roof drains prior to pouring the deck.

Item No.	Item Description	Item Amount	Reason for Change
05	Cut HVAC openings.	\$2,462.79	Unforeseen Condition

Description: Cut HVAC openings.
Requested By: Unforeseen Condition. \$2,462.79 to be added to the contract.
Reason for Change: Unforeseen Condition. The HVAC openings were not coordinated with the mechanical contractor. Three additional areas had to be cut at the deck for HVAC equipment.

Item No.	Item Description	Item Amount	Reason for Change
06	Remove concrete between buildings.	\$5,730.62	Unforeseen Condition

Description: Remove concrete between buildings.
 Requested By: Unforeseen Condition. \$5,730.62 to be added to the contract.
 Reason for Change: Unforeseen Condition. Additional concrete between the new addition and existing classroom wings was demolished to provide conduits to the existing electrical box. The additional concrete will be cut joint-to-joint so that there are no patching in-between concrete panels.

Item No.	Item Description	Item Amount	Reason for Change
07	Added demo at stucco wall.	\$1,941.28	A&E Omission

Description: Added demo at stucco wall.
 Requested By: A&E Omission. \$1,941.28 to be added to the contract.
 Reason for Change: A&E Omission. Due to the coiling door between the new addition and existing building increasing from 8 feet to 10 feet, additional stucco had to be demolished.

Item No.	Item Description	Item Amount	Reason for Change
08	Remove decomposed granite.	\$11,224.67	District Change

Description: Remove decomposed granite.
 Requested By: District Change. \$11,224.67 to be added to the contract.
 Reason for Change: District Change. Decomposed granite at the amphitheater was removed so that sod could be placed. This area was modified from what was identified in the contract documents.

Item No.	Item Description	Item Amount	Reason for Change
09	Add concrete at southwest corner.	\$24,751.33	District Change

Description: Add concrete at southwest corner.
 Requested By: District Change. \$24,751.33 to be added to the contract.
 Reason for Change: District Change. The concrete at the south side of the new addition will be removed and replaced due to existing condition. The sidewalk and areas around the boxes will be replaced.

Item No.	Item Description	Item Amount	Reason for Change
10	Added concrete for sidewalk.	\$23,577.24	District Change

Description: Added concrete for sidewalk.
 Requested By: District Change. \$23,577.24 to be added to the contract.
 Reason for Change: District Change. Due to high traffic area, concrete will be added at the southwest corner of the new building in lieu of a planter. This will help students flow through this area.

Item No.	Item Description	Item Amount	Reason for Change
11	Repair damaged sidewalk.	\$9,097.60	District Change

Description: Repair damaged sidewalk.
 Requested By: District Change. \$9,097.60 to be added to the concrete.
 Reason for Change: District Change. Due to vehicles and equipment coming onsite, the concrete sidewalk was damaged. This concrete was replaced on overtime.

Item No.	Item Description	Item Amount	Reason for Change
12	Clean excess material onsite.	\$4,609.18	Unforeseen Condition

Description: Clean excess material onsite.
 Requested By: Unforeseen Condition. \$4,609.18 to be added to the contract.
 Reason for Change: Unforeseen Condition. Due to time constraints, the site needed to be cleaned prior to the temporary fencing being removed.

Item No.	Item Description	Item Amount	Reason for Change
13	Epoxy dowels at column.	\$507.71	A&E Omission

Description: Epoxy dowels at column.
 Requested By: A&E Omission. \$507.71 to be added to the contract.
 Reason for Change: A&E Omission. The northwest column at the existing MET (Mercedes Edwards Theater), was installed without a curb. A curb was added at this location to support the column.

Total for this Current CCO \$95,181.89

CONTRACT SUMMARY:

Original Contract	\$962,500.00
Pending CCOs (Including Current CCO)	\$99,662.60
Previous Approved CCOs	\$90,643.01
Total Contract	\$1,152,805.61

The revised contract amount is an increase of 19.77% from the original amount.

Contract Change Order No. 04

Project Clark MET Mod. Phase 2 (2023) **Date** 1/15/2025
20012
Bid No./Contract Bid No. 2960 /CMET-03
(3240236)

Description CMET-03-CO4

From Clovis Unified School District
1470 Herndon Avenue
Clovis, CA 93611 **To** Jackson Young Drywall, Inc.
2479 Dennis Avenue
Clovis, California 93611

Item No.	Item Description	Item Amount	Reason for Change
01	Reframe column.	\$839.88	A&E Omission

Description: Reframe column.
Requested By: A&E Omission. \$839.88 to be added to the contract.
Reason for Change: A&E Omission. The bottom of a column at the Northwest corner of the building will need to be reframed and a curb poured. This column is currently free floating with no underlying support.

Item No.	Item Description	Item Amount	Reason for Change
02	Added angle metal at cavities.	\$2,419.62	Unforeseen Condition

Description: Added angle metal at cavities.
Requested By: Unforeseen Condition. \$2,419.62 to be added to the contract.
Reason for Change: Unforeseen Condition. It was discovered that there are small gaps between the drywall and upper deck. These will be covered with 18 gauge angle metal and painted to match the wall.

Item No.	Item Description	Item Amount	Reason for Change
03	Demo unknown pipes.	\$1,669.44	Unforeseen Condition

Description: Demo unknown pipes.
Requested By: Unforeseen Condition. \$1,669.44 to be added to the contract.
Reason for Change: Unforeseen Condition. Upon demolition, unknown pipes were discovered at the MET (Mercedes Edwards Theatre). These pipes were demoed so that work could proceed.

Total for this Current CCO \$4,928.94

CONTRACT SUMMARY:

Original Contract	\$744,820.00
Pending CCOs (Including Current CCO)	\$4,928.94
Previous Approved CCOs	\$3,683.60
Total Contract	\$753,432.54

The revised contract amount is an increase of 1.16% from the original amount.

Contract Change Order No. 07

Project Clark MET Mod. Phase 2 (2023) **Date** 1/15/2024
20012
Bid No./Contract Bid No. 2960 /CMET-06
(3240242)

Description CMET-06-CO7

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

Item No.	Item Description	Item Amount	Reason for Change
01	Omit hoist at mezzanine.	\$(9,166.00)	District Change

Description: Omit hoist at mezzanine.
Requested By: District Change. \$(9,166.00) to be credited to the contract.
Reason for Change: District Change. The District will be ordering a lift in lieu of the hoist to be used at the mezzanine. The current lift will not be capable of lifting equipment high enough to place on the mezzanine.

Item No.	Item Description	Item Amount	Reason for Change
02	Omit adhered veneer above exits.	\$(1,927.00)	Agency Requirement

Description: Omit adhered veneer above exits.
Requested By: Agency Requirement. \$(1,927.00) to be credited to the contract.
Reason for Change: Agency Requirement. Due to their weight, adhered veneer was removed from above exits as suggested by the DSA (Division of the State Architect) for safety precautions.

Item No.	Item Description	Item Amount	Reason for Change
03	Added break metal.	\$1,685.26	Agency Requirement

Description: Added break metal.
Requested By: Agency Requirement. \$1,685.26 to be added to the contract.
Reason for Change: Agency Requirement. Galvanized break metal will be added to the south side of the building at the exterior. The adhered veneer is not flush at the bottom of this wall along the ramp. Galvanized metal will be added to hide the gap.

Item No.	Item Description	Item Amount	Reason for Change
04	Add fire rated expansion.	\$2,724.75	Agency Requirement

Description: Add fire rated expansion.
Requested By: Agency Requirement. \$2,724.75 to be added to the contract.
Reason for Change: Agency Requirement. DSA (Division of the State Architects) requested that a fire rated expansion joint be added between the exterior joint of the fire partition to the fire barrier at one location of the MET (Mercedes Edwards Theater) addition.

Item No.	Item Description	Item Amount	Reason for Change
05	Added stair expansion.	\$9,045.75	Unforeseen Condition

Description: Added stair expansion.
 Requested By: Unforeseen Condition. \$9,045.75 to be added to the contract.
 Reason for Change: Unforeseen Condition. There is currently a gap at the southeast staircase at the corner of the new MET addition. This gap will be filled in with an expansion joint.

Item No.	Item Description	Item Amount	Reason for Change
06	Door 206E added framing.	\$5,192.25	Unforeseen Condition

Description: Door 206E added framing.
 Requested By: Unforeseen Condition. \$5,192.25 to be added to the contract.
 Reason for Change: Unforeseen Condition. Upon demolition it was discovered that the southernmost wall of the existing MET (Mercedes Edwards Theater) was wood, not concrete. The framing at coiling door 206E had to be modified to a 6x6 wood post in lieu of steel.

Item No.	Item Description	Item Amount	Reason for Change
07	Replace fire rated glass.	\$3,680.19	Unforeseen Condition

Description: Replace fire rated glass.
 Requested By: Unforeseen Condition. \$3,680.19 to be added to the contract.
 Reason for Change: Unforeseen Condition. It was discovered that the fire rated glass at door 206A has unknown burn marks. This glass will be replaced.

Item No.	Item Description	Item Amount	Reason for Change
08	Replace restroom tile.	\$1,677.25	District Change

Description: Replace restroom tile.
 Requested By: District Change. \$1,677.25 to be added to the contract.
 Reason for Change: District Change. It was discovered upon architectural Punch Walk #1 that the toilet tissue dispensers were not in compliance. The dispensers were modified and shifted a few inches towards the toilets. Tile in these areas had to be replaced.

Total for this Current CCO \$12,912.45

CONTRACT SUMMARY:

Original Contract	\$1,439,500.00
Pending CCOs (Including Current CCO)	\$(25,066.90)
Previous Approved CCOs	\$115,435.03
Total Contract	\$1,529,868.13

The revised contract amount is an increase of 6.28% from the original amount.

Contract Change Order No. 01

Project Clark MET Mod. Phase 2 (2023) **Date** 1/15/2025
 20012
Bid No./Contract Bid No. 2960 /CMET-07
 (3240244)

Description CMET-07-CO1

From Clovis Unified School District **To** Western Building Materials Co.
 1470 Herndon Avenue 4620 E. Olive Ave.
 Clovis, CA 93611 Fresno, California 93702

Item No.	Item Description	Item Amount	Reason for Change
01	Added corner guards.	\$1,279.00	District Change

Description: Added corner guards.
 Requested By: District Change. \$1,279.00 to be added to the contract.
 Reason for Change: District Change. Corner guards will be added to multiple locations to prevent drywall corners from getting damaged by heavy equipment.

Total for this Current CCO \$1,279.00

CONTRACT SUMMARY:

Original Contract	\$26,800.00
Pending CCOs (Including Current CCO)	\$1,279.00
Previous Approved CCOs	\$0.00
Total Contract	\$28,079.00

The revised contract amount is an increase of 4.77% from the original amount.

Contract Change Order No. 02

Project Clark MET Mod. Phase 2 (2023) **Date** 1/15/2025
20012
Bid No./Contract Bid No. 2960 /CMET-12
(3240247)

Description CMET-12-CO2

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	Repair damaged christy boxes.	\$9,825.50	Unforeseen Condition

Description: Repair damaged christy boxes.
Requested By: Unforeseen Condition. \$9,825.50 to be added to the contract.
Reason for Change: Unforeseen Condition. Christy boxes south of the new addition were discovered to be damaged. They were replaced with new boxes.

Item No.	Item Description	Item Amount	Reason for Change
02	Replace existing christy boxes.	\$9,964.97	Unforeseen Condition

Description: Replace existing christy boxes.
Requested By: Unforeseen Condition. \$9,964.97 to be added to the contract.
Reason for Change: Unforeseen Condition. Existing christy boxes in the quad area will be replaced due to their condition.

Item No.	Item Description	Item Amount	Reason for Change
03	Extend roof stub conduits at Building F.	\$10,039.45	A&E Omission

Description: Extend roof stub conduits at Building F.
Requested By: A&E Omission. \$10,039.45 to be added to the contract.
Reason for Change: A&E Omission. The new roofing material at Building F required a pre-manufactured boot that was taller than the existing conduit risers. The existing conduits were extended to exit above the manufactured flashing boots.

Item No.	Item Description	Item Amount	Reason for Change
04	Replace UPS.	\$4,547.28	District Change

Description: Replace UPS (Uninterruptible Power Supply).
Requested By: District Change. \$4,547.28 to be added to the contract.
Reason for Change: District Change. The UPS (Uninterruptible Power Supply) that was specified was altered after bid. The new District standard UPS will be provided in lieu of what was originally called out in the contract.

Item No.	Item Description	Item Amount	Reason for Change
05	Troubleshoot light poles.	\$2,867.22	Unforeseen Condition

Description: Troubleshoot light poles.
Requested By: Unforeseen Condition. \$2,867.22 to be added to the contract.
Reason for Change: Unforeseen Condition. The existing light poles and marquee sign were discovered to be out of service. The circuits were redirected through christy boxes southeast of the band room.

Total for this Current CCO	\$37,244.42
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CONTRACT SUMMARY:

Original Contract	\$779,395.00
Pending CCOs (Including Current CCO)	\$37,244.42
Previous Approved CCOs	\$2,023.39
Total Contract	\$818,662.81

The revised contract amount is an increase of 5.04% from the original amount.

Contract Change Order No. 01

Project Toilet Room Improvements & Portables (2024) 60012 **Date** 1/15/2025
Bid No./Contract Bid No. 2982 /3240789

Description CO1

From Clovis Unified School District
1470 Herndon Avenue
Clovis, CA 93611 **To** Todd D. Phillips, Inc dba Buildings Unlimited
413 W Yosemite Ave Ste 106
Madera, California 93637

Item No.	Item Description	Item Amount	Reason for Change
01	02-121398 - Tarpey T.R. - Wood floor blocking.	\$3,929.10	District Change

Description: 02-121398 - Tarpey T.R. - Wood floor blocking.
 Requested By: District Change. \$3,929.10 to be added to the contract.
 Reason for Change: District Change. Wood blocking was added under the sub-floor for additional flooring and wall support.

Item No.	Item Description	Item Amount	Reason for Change
02	02-121399 - Miramonte T.R. - Wood floor blocking.	\$2,691.15	District Change

Description: 02-121399 - Miramonte T.R. - Wood floor blocking.
 Requested By: District Change. \$2,691.15 to be added to the contract.
 Reason for Change: District Change. Wood blocking was added under the sub-floor for additional flooring and wall support.

Item No.	Item Description	Item Amount	Reason for Change
03	02-121399 - Miramonte T.R. - Exterior wood siding.	\$4,311.30	Unforeseen Condition

Description: 02-121399 - Miramonte T.R. - Exterior wood siding.
 Requested By: Unforeseen Condition. \$4,311.30 to be added to the contract.
 Reason for Change: Unforeseen Condition. Existing wood rot & water damage was found on the building.

Item No.	Item Description	Item Amount	Reason for Change
04	02-122244 - Tarpey Portable - Plumbing trench.	\$522.09	District Change

Description: 02-122244 - Tarpey Portable - Plumbing trench.
 Requested By: District Change. \$522.09 to be added to the contract.
 Reason for Change: District Change. Trenching required for plumbing line routing.

Item No.	Item Description	Item Amount	Reason for Change
05	02-121398 - Tarpey T.R.; 02-121399 - Miramonte T.R.; 02-122244 Tarpey Portable; 02-122243 Boris Portable - Plumbing fixtures.	\$428.03	Unforeseen Condition

Description: 02-121398 - Tarpey T.R., 02-121399 - Miramonte T.R., - 02-122244 Tarpey Portable, 02-122243 Boris Portable - Plumbing fixtures.
Requested By: Unforeseen Condition. \$428.03 to be added to the contract.
Reason for Change: Unforeseen Condition. Specified ADA (The Americans with Disabilities Act) sink was no longer available.

Item No.	Item Description	Item Amount	Reason for Change
06	02-121398 - Tarpey T.R. - Trench shoring.	\$192.76	Agency Requirement

Description: 02-121398 - Tarpey T.R. - Trench shoring.
Requested By: Agency Requirement. \$192.76 to be added to the contract.
Reason for Change: Agency Requirement. The existing sewer line was not found as noted by the City of Clovis.

Item No.	Item Description	Item Amount	Reason for Change
07	02-121398 - Tarpey T.R. - Plumbing City of Clovis standards.	\$29,322.30	Agency Requirement

Description: 02-121398 - Tarpey T.R. - Plumbing City of Clovis standards.
Requested By: Agency Requirement. \$29,322.30 to be added to the contract.
Reason for Change: Agency Requirement. The City of Clovis changed their procedures for utility street connections. They now require plan review & approval.

Item No.	Item Description	Item Amount	Reason for Change
08	02-121399 - Miramonte T.R. - Additional concrete.	\$3,823.05	District Change

Description: 02-121399 - Miramonte T.R. - Additional concrete due to removal of shed.
Requested By: District Change. \$3,823.05 to be added to the contract.
Reason for Change: District Change. Additional concrete was required after removal and reinstallation of shed due to sewer and water work.

Item No.	Item Description	Item Amount	Reason for Change
09	02-122244 - Tarpey Portable - Sewer plumbing.	\$557.96	District Change

Description: 02-122244 - Tarpey Portable - Sewer plumbing.
Requested By: District Change. \$557.96 to be added to the contract.
Reason for Change: District Change. The building manufacturer did not provide proper stub-out for site contractor to make sewer connection.

Item No.	Item Description	Item Amount	Reason for Change
10	02-121398 - Tarpey T.R. - Water line City of Clovis standards.	\$3,018.82	Agency Requirement

Description: 02-121398 - Tarpey T.R. - Water line City of Clovis standards.
Requested By: Agency Requirement. \$3,018.82 to be added to the contract.
Reason for Change: Agency Requirement. The City of Clovis changed their procedures for utility street connections. They now require plan review and approval.

Item No.	Item Description	Item Amount	Reason for Change
11	02-122244 - Tarpey T.R. - Electrical conduits.	\$4,723.95	Unforeseen Condition

Description: 02-122244 - Tarpey T.R. - Electrical conduits.
Requested By: Unforeseen Condition. \$4,723.95 to be added to the contract.
Reason for Change: Unforeseen Condition. Existing electrical conduits were found to be damaged or broken.

Item No.	Item Description	Item Amount	Reason for Change
12	02-122243 - Boris Portable - Water shut-off.	\$398.86	District Change

Description: 02-122243 - Boris Portable - Water shut-off.
 Requested By: District Change. \$398.86 to be added to the contract.
 Reason for Change: District Change. Expedited school water shut down at backflow preventer.

Item No.	Item Description	Item Amount	Reason for Change
13	02-121398 Tarpey T.R.; 02-121399 Miramonte T.R.; 02-122244 Tarpey Portable; 02-122243 Boris Portable - Plumbing fixtures.	\$426.95	District Change

Description: 02-121398 Tarpey T.R., 02-121399 Miramonte T.R., 02-122244 Tarpey Portable, 02-122243 Boris Portable - Plumbing fixtures.
 Requested By: District Change. \$426.95 to be added to the contract.
 Reason for Change: District Change. Expedited shipping fees to complete plumbing installation at 4 sites.

Item No.	Item Description	Item Amount	Reason for Change
14	02-121398 -Tarpey T.R. - Trench shoring.	\$4,029.80	Agency Requirement

Description: 02-121398 -Tarpey T.R. - Trench shoring.
 Requested By: Agency Requirement. \$4,029.80 to be added to the contract.
 Reason for Change: Agency Requirement. The City of Clovis changed their procedures for utility street connections. They now require plan review and approval.

Item No.	Item Description	Item Amount	Reason for Change
15	02-122244 Tarpey Portable, 02-122243 Boris Portable - Plumbing.	\$808.72	Unforeseen Condition

Description: 02-122244 Tarpey Portable, 02-122243 Boris Portable - Plumbing.
 Requested By: Unforeseen Condition. \$808.72 to be added to the contract.
 Reason for Change: Unforeseen Condition. District requested water heaters did not fit in base cabinet. They were replaced with Instantaneous Water Heaters at 2 sites.

Item No.	Item Description	Item Amount	Reason for Change
16	02-122243 - Boris Portable - Marquee signage.	\$2,022.34	Unforeseen Condition

Description: 02-122243 - Boris Portable - Marquee signage.
 Requested By: Unforeseen Condition. \$2,022.34 to be added to the contract.
 Reason for Change: Unforeseen Condition. DSA (Division of the State Architect) required the school address after the project was bid.

Total for this Current CCO \$61,207.18

CONTRACT SUMMARY:

Original Contract	\$1,099,780.00
Pending CCOs (Including Current CCO)	\$61,207.18
Previous Approved CCOs	\$0.00
Total Contract	\$1,160,987.18

The revised contract amount is an increase of 5.57% from the original amount.

Contract Change Order No. 08

Project District Campus Ph. 1 (2023) **Date** 1/15/2025
 37046
Bid No./Contract Bid No. 2965 /DOE-02
 (3240386)

Description PW: FID Red Slurry

From Clovis Unified School District **To** American Inc.
 1470 Herndon Avenue 1345 North American St
 Clovis, CA 93611 Visalia, California 93291-9334

Item No.	Item Description	Item Amount	Reason for Change
01	PW: FID red slurry	\$975.66	Agency Requirement

Description: PW: FID (Fresno Irrigation District) red slurry
 Requested By: Agency Requirement. \$975.66 to be added to the contract.
 Reason for Change: Agency Requirement. Red slurry is required by the FID (Fresno Irrigation District) for utilities crossing FID lines.

Total for this Current CCO \$975.66

CONTRACT SUMMARY:

Original Contract	\$1,234,927.00
Pending CCOs (Including Current CCO)	\$975.66
Previous Approved CCOs	\$122,023.71
Total Contract	\$1,357,926.37

The revised contract amount is an increase of 9.96% from the original amount.

Contract Change Order No. 05

Project District Campus Ph. 1 (2023) **Date** 1/15/2025
 37046
Bid No./Contract Bid No. 2965 /DOE-03
 (3240387)

Description PW: Pump rain water into basin.

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	PW: Rain water into basin.	\$1,327.00	Unforeseen Condition

Description: PW: Rain water into basin.
 Requested By: Unforeseen Condition. \$1,327.00 to be added to the contract.
 Reason for Change: Unforeseen Condition. Pumping of site and building rain water was required to allow access and continue construction.

Total for this Current CCO \$1,327.00

CONTRACT SUMMARY:

Original Contract	\$3,175,975.00
Pending CCOs (Including Current CCO)	\$1,327.00
Previous Approved CCOs	\$57,904.00
Total Contract	\$3,235,206.00

The revised contract amount is an increase of 1.86% from the original amount.

Contract Change Order No. 03

Project District Campus Ph. 1 (2023) **Date** 1/15/2025
37046
Bid No./Contract Bid No. 2965 /DOE-09
(3240426)

Description SPED: Canopy Nailers

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

Item No.	Item Description	Item Amount	Reason for Change
01	SPED: Canopy nailers.	\$2,320.00	A&E Omission

Description: SPED: Canopy nailers.
Requested By: A&E Omission. \$2,320.00 to be added to the contract.
Reason for Change: A&E Omission. Installation of wood nailers was required to meet approved canopy gutter depth.

Total for this Current CCO \$2,320.00

CONTRACT SUMMARY:

Original Contract	\$1,622,000.00
Pending CCOs (Including Current CCO)	\$16,045.00
Previous Approved CCOs	\$0.00
Total Contract	\$1,638,045.00

The revised contract amount is an increase of 0.99% from the original amount.

Contract Change Order No. 04

Project District Campus Ph. 1 (2023) **Date** 1/15/2025
37046
Bid No./Contract Bid No. 2965 /DOE-16
(3240397)

Description PW: FID Red Slurry

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	PW: FID red slurry.	\$2,323.59	Agency Requirement

Description: PW: FID (Fresno Irrigation District) red slurry.
Requested By: Agency Requirement. \$2,323.59 to be added to the contract.
Reason for Change: Agency Requirement. Red slurry is required by the FID (Fresno Irrigation District) for utilities crossing FID lines.

Item No.	Item Description	Item Amount	Reason for Change
02	OL: Keypad locations.	\$1,099.52	District Change

Description: OL: Keypad locations.
Requested By: District Change. \$1,099.52 to be added to the contract.
Reason for Change: District Change. Keypad locations were requested to be added to each building.

Item No.	Item Description	Item Amount	Reason for Change
03	SPED: Keypad locations.	\$732.85	District Change

Description: SPED: Keypad locations.
Requested By: District Change. \$732.85 to be added to the contract.
Reason for Change: District Change. Keypad locations were requested to be added to each building.

Item No.	Item Description	Item Amount	Reason for Change
04	OL: Revised lighting	\$254.39	A&E Omission

Description: OL: Revised lighting
Requested By: A&E Omission. \$254.39 to be added to the contract.
Reason for Change: A&E Omission. The speaker was relocated to avoid being directly underneath new light location.

Item No.	Item Description	Item Amount	Reason for Change
05	OL: Flex B screen power.	\$5,969.55	A&E Omission

Description: OL: Flex B screen power.
Requested By: A&E Omission. \$5,969.55 Added to the contract.
Reason for Change: A&E Omission. Power for the re-tractable projector screen in Flex Room B added at bid time was not included in the project addendums.

Total for this Current CCO	\$10,379.90
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CONTRACT SUMMARY:

Original Contract	\$4,450,000.00
Pending CCOs (Including Current CCO)	\$10,379.90
Previous Approved CCOs	\$165,350.78
Total Contract	\$4,625,730.68

The revised contract amount is an increase of 3.95% from the original amount.

Contract Change Order No. 03

Project District Campus Ph. 1 (2023) **Date** 1/15/2025
 37046
Bid No./Contract Bid No. 2965 /DOE-17
 (3240398)

Description PW: FID Red Slurry

From Clovis Unified School District **To** Elite Landscape Construction, Inc.
 1470 Herndon Avenue 2972 Larkin Avenue
 Clovis, CA 93611 Clovis, California 93612

Item No.	Item Description	Item Amount	Reason for Change
01	PW: FID red slurry.	\$1,103.83	Agency Requirement

Description: PW: FID (Fresno Irrigation District) red slurry.
 Requested By: Agency Requirement. \$1,103.83 to be added to the contract.
 Reason for Change: Agency Requirement. Red slurry is required by the Fresno Irrigation District (FID) for utilities crossing FID lines.

Item No.	Item Description	Item Amount	Reason for Change
02	PW: Backflow preventer relocation.	\$6,497.66	Agency Requirement

Description: PW: Backflow preventer relocation.
 Requested By: Agency Requirement. \$6,497.66 to be added to the contract.
 Reason for Change: Agency Requirement. Irrigation and domestic water backflow preventers were relocated to the south on City of Clovis approved plans.

Total for this Current CCO \$7,601.49

CONTRACT SUMMARY:

Original Contract	\$1,089,988.00
Pending CCOs (Including Current CCO)	\$7,601.49
Previous Approved CCOs	\$8,268.52
Total Contract	\$1,105,858.01

The revised contract amount is an increase of 1.46% from the original amount.

Contract Change Order No. 01

Project TBEC (2024) 20004-4OS **Date** 1/15/2025
Bid No./Contract Bid No. 2990-4OS /Bid 2990-4OS Off-site (Contract 3250078)

Description Terry Bradley Educational Center Off-Site

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	Offsite - McKinley water install under flagman.	\$0.00	Agency Requirement

Description: Offsite - McKinley water install under flagman.
 Requested By: Agency Requirement. \$0.00 on this change order. \$109,105.00 from Lease-Lease Back contingency.
 Reason for Change: Agency Requirement. County provided flagging, in lieu of road closure, for water installation.

Total for this Current CCO \$0.00

CONTRACT SUMMARY:

Original Contract	\$45,485,090.00
Pending CCOs (Including Current CCO)	\$0.00
Previous Approved CCOs	\$0.00
Total Contract	\$45,485,090.00

No price change from the original contract amount.

Contract Change Order No. 03

Project TBEC (2024) 20004- 4 and 4UY **Date** 1/15/2025
Bid No./Contract Bid No. 2989-4 and 4UY
 /(3250077)

Description Terry Bradley Educational Center Increment 4

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 L added conduit.	\$0.00	A&E Omission

Description: Building L added conduit.
 Requested By: A&E Omission. \$0.00 on this change order. \$16,467.00 from Lease-Lease Back contingency.
 Reason for Change: A&E Omission. Building L fire alarm circuit drawings did not tie into main system backbone.

Item No.	Item Description	Item Amount	Reason for Change
02	Building K anchor bolt concrete cover.	\$0.00	A&E Omission

Description: Building K anchor bolt concrete cover.
 Requested By: A&E Omission. \$0.00 on this change order. \$1,438.00 from Lease-Lease Back contingency.
 Reason for Change: A&E Omission. Footing depth needed to increase to assure proper concrete coverage of anchor bolts.

Item No.	Item Description	Item Amount	Reason for Change
03	OFCI items storage.	\$0.00	District Change

Description: Owner furnished contractor installed (OFCI) items storage.
 Requested By: District Change. \$0.00 on this change order. \$2,418.00 from Lease-Lease Back contingency.
 Reason for Change: District Change. Sea train rental for owner furnished contractor installed (OFCI) items.

Item No.	Item Description	Item Amount	Reason for Change
04	Building K & L added exterior building letters.	\$0.00	District Change

Description: Building K & L added exterior building letters.
 Requested By: District Change. \$0.00 on this change order. \$3,263.00 from Lease-Lease Back contingency.
 Reason for Change: District Change. Added building identification letters.

Total for this Current CCO \$0.00

CONTRACT SUMMARY:

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

No price change from the original contract amount.

Contract Change Order No. 07

Project TBEC (2023) 20004-3 and 3A **Date** 1/15/2025
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	Added casework locks.	\$0.00	District Change

Description: Added casework locks.
Requested By: District Change. \$0.00 on this change order. \$10,429.00 from Lease-Lease Back contingency.
Reason for Change: District Change. Added locks to casework.

Item No.	Item Description	Item Amount	Reason for Change
02	Sleeve detail and volleyball court modifications.	\$0.00	District Change

Description: Sleeve detail and volleyball court modifications.
Requested By: District Change. \$0.00 on this change order. \$34,915.00 from Lease - Lease Back contingency.
Reason for Change: District Change. The District requested additional volleyball courts which required modified storage rooms, electrical work and additional volleyball court sleeves.

Item No.	Item Description	Item Amount	Reason for Change
03	Building J resize door frames, metal stud framing, and elimination.	\$0.00	A&E Omission

Description: Building J resize door frames, metal stud framing, and elimination.
Requested By: A&E Omission. \$0.00 on this change order. (\$14,016.00) to be credited back to contract.
Reason for Change: A&E Omission. Modified wall framing and door framing to accommodate the thick west wall of Bldg. J. This direction also omitted the exterior wall furring on this wall as it was not required. All modifications resulted in a credit.

Item No.	Item Description	Item Amount	Reason for Change
04	Building J fabric duct supports.	\$0.00	A&E Omission

Description: Building J fabric duct supports.
Requested By: A&E Omission. \$0.00 on this change order. \$17,647.00 from Lease-Lease Back contingency.
Reason for Change: A&E Omission. Provide additional roof beams and support brackets to support fabric ducts.

Item No.	Item Description	Item Amount	Reason for Change
05	Building J top of pilaster rebar temporary removal.	\$0.00	Unforeseen Condition

Description: Building J top of pilaster rebar temporary removal.
 Requested By: Unforeseen Condition. \$0.00 on this change order. \$6,795.00 from Lease-Lease Back contingency.
 Reason for Change: Unforeseen Condition. Contractor requested. Cut and reinstall rebar to fit trusses at Building J to allow for faster sequencing of truss installation.

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
Total Contract	\$72,506,817.00

No price change from the original contract amount.

Contract Change Order No. 09

Project TBEC (2023) 20004-2 and 2A **Date** 1/15/2025
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	Modified metal wall panels.	\$0.00	District Change

Description: Modified metal wall panels.
 Requested By: District Change. \$0.00 on this change order. (\$22,392.00) to be credited back to the contract.
 Reason for Change: District Change. The District prefers less metal panels and more cement plaster exterior wall finish.

Item No.	Item Description	Item Amount	Reason for Change
02	Building D and E elevator plates.	\$0.00	Agency Requirement

Description: Building D and E elevator plates.
 Requested By: Agency Requirement. \$0.00 on this change order. \$9,753.00 from Lease-Lease Back contingency.
 Reason for Change: Agency Requirement. During DSA (Division of the State Architect) deferred approval, additional steel plates were required for the elevator steel guide rails.

Item No.	Item Description	Item Amount	Reason for Change
03	Concrete masonry unit wall added reinforcing.	\$0.00	A&E Omission

Description: Concrete masonry unit wall added reinforcing.
 Requested By: A&E Omission. \$0.00 on this change order. \$5,113.00 from Lease-Lease Back contingency.
 Reason for Change: A&E Omission. Additional rebar was needed for taller concrete masonry unit site walls.

Item No.	Item Description	Item Amount	Reason for Change
04	Building D and E rated door modifications.	\$0.00	A&E Omission

Description: Building D and E rated door modifications.
 Requested By: A&E Omission. \$0.00 on this change order. (\$27,639.00) credited back to contract.
 Reason for Change: A&E Omission. Modified opening types and Firelites glass added within doors due to less costly and code acceptable rated glass option.

Item No.	Item Description	Item Amount	Reason for Change
05	Install downspout wall spouts on roof drains.	\$0.00	A&E Omission

Description: Install downspout wall spouts on roof drains and overflow drains.
 Requested By: A&E Omission. \$0.00 on this change order. \$30,879.00 from Lease-Lease Back contingency.
 Reason for Change: A&E Omission. Install downspout wall spouts on all drains at exterior walls to allow for proper drainage out of the walls.

Item No.	Item Description	Item Amount	Reason for Change
06	Architectural woodwork added locks - All buildings.	\$0.00	District Change

Description: Architectural woodwork added locks - All buildings.
 Requested By: District Change. \$0.00 on this change order. \$18,884.00 from Lease-Lease Back contingency.
 Reason for Change: District Change. Added locks to casework.

Item No.	Item Description	Item Amount	Reason for Change
07	Building E dimension conflicts at gridline D1.	\$0.00	A&E Omission

Description: Building E dimension conflicts at gridline D1.
 Requested By: A&E Omission. \$0.00 on this change order. \$2,594.00 from Lease-Lease Back contingency.
 Reason for Change: A&E Omission. There was a discrepancy in dimensions of gridlines on the drawings. This resulted in the steel contractor having to re-detail their shop drawings.

Item No.	Item Description	Item Amount	Reason for Change
08	Building D added beam for deck span.	\$0.00	A&E Omission

Description: Building D added beam for deck span.
 Requested By: A&E Omission. \$0.00 on this change order. \$1,186.00 from Lease-Lease Back Contingency.
 Reason for Change: A&E Omission. An additional beam was required for the excessive deck span.

Item No.	Item Description	Item Amount	Reason for Change
09	Building D and E drawings gridline discrepancy.	\$0.00	A&E Omission

Description: Building D and E drawings gridline discrepancy.
 Requested By: A&E Omission. \$0.00 on this change order. \$5,409.00 from Lease-Lease Back Contingency.
 Reason for Change: A&E Omission. There was a discrepancy in dimensions of gridlines on the drawings. This resulted in the steel contractor having to re-detail their shop drawings.

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
Total Contract	\$80,724,724.00

No price change from the original contract amount.

Contract Change Order No. 13

Project TBEC (2022) 20004-1B **Date** 1/15/2025
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	Boneyard - electrical only.	\$0.00	District Change

Description: Boneyard - electrical only.
 Requested By: District Change. \$0.00 on this change order. \$ 22,885.00 from Lease-Lease Back contingency.
 Reason for Change: District Change. Installation of underground electrical for future use at the Boneyard.

Total for this Current CCO \$0.00

CONTRACT SUMMARY:

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

No price change from the original contract amount.

CUSD Board Agenda Item

Agenda Item: M 9

Title: Notice of Completion

CONTACT: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Adopt the Notice of Completion, as submitted.

DISCUSSION:

Bid Number	Project/Site(s)	Company	DSA Number
2984	Pavement Maintenance-Variou Sites (2024)	Central Valley Asphalt 23494 Road 196 Lindsay, California 93247	Bud Rank Elem. 02-122184 Cole Elem. 02-122183 Fancher Creek Elem. 02-122186 Nelson Elem. 02-122185 Sierra Vista 02-122187

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: M 10

Title: Williams Settlement Complaint Summary Report - Second Quarter 2024-25 School Year

CONTACT: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Accept the second quarter summary report of zero complaints related to the requirements of the Williams Lawsuit Settlement, as submitted.

DISCUSSION:

As a result of the Williams Lawsuit Settlement, the District is required to post notices of obtaining and filing complaints regarding instructional materials, school facilities, teacher vacancies and misassignments. Principals are required to report all complaints falling under the Uniform Complaint Procedure to their Area Superintendent. The District shall report summarized data, on a quarterly basis, on the nature and resolution of all complaints to the Governing Board and the County Superintendent of Schools.

During the second quarter of the 2024-25 school year, the District received zero (0) complaints under the guidance of the Williams Lawsuit Settlement, as reflected in the attached report. This item appears directly for consent given that no complaints were received during the reporting period.

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

ATTACHMENTS:

Description

[BoardAgendaItem.pdf](#)

Upload Date

12-18-2024



Clovis Unified School District
Williams Settlement Complaint Summary Quarterly Report
Education Code § 35186

To: Clovis Unified School District Governing Board

Submitted by: 
Denver Stairs, Assistant Superintendent Facility Services

2nd Quarter: October 1, 2024 – December 31, 2024

	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Textbook and Instructional Materials	0	N/A	N/A
Teacher Vacancy or Misassignment	0	N/A	N/A
Facilities Conditions	0	N/A	N/A
TOTALS	0	N/A	N/A

CUSD Board Agenda Item

Agenda Item: M 11

Title: Schedule Public Hearing - Approving Conveyance of Easement to the City of Clovis, APN 550-020-47T

CONTACT: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Schedule a public hearing on February 5, 2025, no earlier than 6:45 p.m. at 1680 David E. Cook Way, Clovis, California, regarding an easement to the City of Clovis for APN 550-020-47T.

DISCUSSION:

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: M 12

Title: Update Board Policy No. 3311.1 - Uniform Public Construction Cost

CONTACT: Corrine Folmer

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Approve the updated legal citation in Board Policy 3311.1.

DISCUSSION:

The formal bid threshold for construction projects has been increased effective January 1, 2025, from \$200,000 to \$220,000. The text of the District's policy works projects is not impacted by the new bid threshold. At this time the only change necessary is to remove reference to the former \$200,000 figure listed in a legal citation on page 2. This change was reviewed by the Administrative Services/Human Resources Board Subcommittee.

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

[3311.1BP.UniformPublicConstructionCost_.pdf](#)

12-30-2024

**CLOVIS UNIFIED
SCHOOL DISTRICT****BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

Purchasing and Contracting

UNIFORM PUBLIC CONSTRUCTION COST

PURPOSE: To set forth procedures for bidding and contracting of public works projects pursuant to the Uniform Public Construction Cost Accounting Act.

In awarding contracts for public works projects involving District facilities, the Board desires to obtain the best value to the District and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA) pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law. Bids and awards of contracts for public works projects shall comply with the provisions of UPCCAA and other applicable laws.

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

EMERGENCY ACTIONS

When formal bids are required by law but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code section 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

Adopted: 04/22/2020

PUBLIC CONTRACT CODE

1102 Definition of emergency

20110-20118.4 Local Agency Public Construction Act; school Districts

22000-22020 California Uniform Construction Cost Accounting Commission

CLOVIS UNIFIED SCHOOL DISTRICT

22030-22045 Alternative procedures for public projects (UPCCAA), especially:

22032 Applicability of procedures based on amount of project

22034 Informal bidding procedure

22035 Emergency need for repairs or replacement

22037-22038 Formal bidding procedures ~~for projects exceeding \$200,000~~

22050 Alternative emergency procedures

Doc# 37568-6 (02/2020, 12/2016)

CUSD Board Agenda Item

Agenda Item: N 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. The report can be accessed with the following link:

https://files.smartsites.parentsquare.com/6245/clovisunifiedrpt24_1.pdf

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: N 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:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: N 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 is 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

12-31-2024

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

CUSD Board Agenda Item

Agenda Item: N 4

Title: Resolution No. 4027 - Declaring Intention to Convey Easement to the City of Clovis and Setting of a Public Hearing, APN 550-020-47T

CONTACT: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

Adopt Resolution No. 4027 declaring the intention to convey an easement to the City of Clovis ("City") and set a public hearing on February 5, 2025, no earlier than 6:45 p.m. at 1680 David E. Cook Way, Clovis, California, for installation of a pipeline and other incidental purposes regarding APN 550-020-47T. (TWO-THIRDS VOTE REQUIRED)

DISCUSSION:

Clovis Unified School District ("District") owns the real property located southeast of the intersection of North Fowler and East Herndon avenues in the City of Clovis, and bearing Fresno County Assessor's Parcel Number 550-020-47T ("Property"). The District has undertaken a public works project to design and construct new District Campus Buildings ("Project") on the Property.

The purpose of the proposed easement is to grant the City pedestrian access to the Property. The conveyance of the easement to the City is authorized by the California Education Code. Pursuant to Education Code section 17556, a school district governing board may dedicate or convey to any public corporation or private corporation engaged in the public utility business an easement to lay, construct, reconstruct, maintain, and operate water, sewer, gas, or storm drain pipes or ditches, electric or telephone lines, and access roads used in connection therewith, over and upon any land belonging to the school district, upon such terms and conditions as agreed to by the parties. Education Code section 17577 requires the governing board, by not less than a two-thirds vote of all of its board members, to adopt a resolution declaring its intention to dedicate or convey the easement and set a public hearing not less than 10 days thereafter on the question of making the conveyance.

The dedication and conveyance of an easement pursuant to Education Code section 17556 et seq. is a two-step process. At this January 15, 2025, Board meeting, the Board will take action on the first step by adopting the attached proposed Resolution No. 4027. By adopting the proposed Resolution, the Board would declare its intention to convey the easement to the City and set a public hearing to be held at the Board meeting on February 5, 2025, no earlier than 6:45 p.m., at 1680 David E. Cook Way, Clovis, California. Proposed Resolution No. 4027 is attached and must be adopted by at least a two-thirds vote of all of the Board members and be signed by the Board members or a majority thereof.

The Board actions for the second step are anticipated to occur at the Board meeting on February 5, 2025. At that meeting, the Board will: (1) hold the public hearing on the question of making the conveyance of the Easement to the City; and (2) consider and adopt a resolution to approve the conveyance of the easement to the City.

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

ATTACHMENTS:**Description**

[ResolutionNo.4027.pdf](#)

Upload Date

01-09-2025

**RESOLUTION NO. 4027
BEFORE THE GOVERNING BOARD
OF THE CLOVIS UNIFIED SCHOOL DISTRICT
FRESNO COUNTY, CALIFORNIA**

**DECLARING INTENTION TO CONVEY EASEMENT TO
THE CITY OF CLOVIS
AND SETTING OF A PUBLIC HEARING**

WHEREAS, Clovis Unified School District (“District”) owns the real property located southeast of the intersection of North Fowler and East Herndon avenues in the City of Clovis, and bearing Fresno County Assessor’s Parcel Number 550-020-47T (“Property”); and

WHEREAS, the District has undertaken a public works project to design and construct District Campus Buildings (“Project”) on the Property; and

WHEREAS, the District desires to grant the City of Clovis (City) a perpetual and exclusive easement and right-of-way for pedestrian access across a portion of the Property, as depicted in Exhibit A (“Easement Area”); and

WHEREAS, the conveyance of the Easement to the City is authorized by the California Education Code. Pursuant to Education Code section 17556, a school district governing board may dedicate or convey to any public corporation or private corporation engaged in the public utility business an easement to lay, construct, reconstruct, maintain, and operate water, sewer, gas, or storm drain pipes or ditches, electric or telephone lines, and access roads used in connection therewith, over and upon any land belonging to the school district, upon such terms and conditions as agreed to by the parties; and

WHEREAS, the dedication and conveyance of an easement pursuant to Education Code section 17556 et seq. is a two-step process. The first step is for the Board to adopt a resolution at a meeting of the Board declaring its intention to convey the easement and set a public hearing to be held not less than 10 days thereafter. (Education Code § 17557) The second step is for the Board to: (1) hold the public hearing on the question of making the dedication or conveyance of the easement; and (2) adopt a resolution to authorize and direct the execution of a deed of dedication or conveyance of the easement and to deliver it. (Education Code § 17559) The resolutions must be adopted by at least a two-thirds vote of all of the Board Members. (Education Code § 17557, 17559); and

WHEREAS, by this Resolution and pursuant to Education Code section 17557, the Board intends to declare its intention to convey the Easement on, across, and upon the Easement Area to the City, and to fix a date and time for the public hearing upon the question of making the dedication or conveyance of the Easement to the City.

THEREFORE, BE IT RESOLVED that the District's Governing Board hereby:

1. Declares and adopts the foregoing recitals as true and correct.
2. Declares its intention to convey the Easement on, across, and upon the Easement Area to the City for pedestrian access, such an Easement as stated in Exhibit A and to be set forth in a deed of easement or other similar documents with such terms and conditions as agreed upon by the District and the City.
3. Fixes the date and time of the public hearing upon the question of making the conveyance of the Easement as follows: No earlier than 6:45 p.m. on February 5, 2025, the Board shall hold a public hearing upon the question of making the conveyance of the Easement to the City. The meeting shall be held at the Board's regular place of meeting, Boardroom, 1680 David E. Cook Way, Clovis, California.
4. The Superintendent or designee is authorized and directed to give notice of the adoption of this Resolution and of the time and place of holding the meeting at which the public hearing shall be conducted. The notice shall be given by posting a copy of this Resolution and by publishing written notice as required by law.
5. This Resolution shall take effect immediately upon its adoption.

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 15th day of January 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Yolanda Moore, President
Governing Board
Clovis Unified School District
Fresno County, California

Member

Member

Member

Member

Member

Member

Member

I, Hugh Awtrey, 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.

Hugh Awtrey, Clerk
Governing Board
Clovis Unified School District
Fresno County, California

Doc# 90348, 12/2024

[ATTACH EXHIBIT A]

EXHIBIT "A"
LEGAL DESCRIPTION

That portion of land as described per Grant Deed, recorded August 29, 2008, as Document No. 2008-0123997, Official Record Fresno County, lying within the Northwest quarter of Section 3, Township 13 South, Range 21 East, Mount Diablo Base and Meridian, according to the Official Plat thereof, in the City of Clovis, County of Fresno, State of California, described as follows:

PARCEL 1

COMMENCING at the Northwest corner of said Section 3;

thence South 89°28'25" East, along the North line of said Section 3, a distance of 346.45 to a point of intersection with Northerly Prolongation of the West line of said Grant Deed;

thence South 0°08'00" East, along said Northerly Prolongation line, a distance of 42.00 feet to a point of intersection thereof with a line which is parallel with and 42.00 South of said North line of Section 3 and the **POINT OF BEGINNING**.

thence South 89°28'25" East, along said parallel line and the South line of Herndon Ave., per Document No. 1984-5997, recorded January 20, 1984, Official Record Fresno County, a distance of 374.37 feet to a point of intersection thereof with the West line of that Right-of-Way Dedication, recorded June 28, 2007 per Document No. 2007-125478 Official Record Fresno County;

thence South 0°17'50" West, along last said West line, a distance of 4.57 feet to a point of intersection thereof with a line which is parallel with and 4.57 feet South of said South line of said Document No. 1984-5997;

thence North 89°28'28" West, along last said parallel line, a distance of 292.06 feet;

thence South 57°35'52" West, a distance of 5.98 feet;

thence North 89°27'24" West a distance of 38.01 feet;

thence North 56°17'22" West, a distance of 5.94 feet;

thence North 89°29'04" West, a distance of 34.30 feet to a point of intersection with the West line of said Grant Deed;

thence North 0°08'00" East, along last said West line, a distance of 4.56 feet to **the POINT OF BEGINNING**.

PARCEL 2

COMMENCING at the Northwest corner of said Section 3;

thence South 89°28'25" East, along the North line of said Section 3, a distance of 733.15;

thence South 0°31'35" East, a distance of 47.00 feet to a point of intersection thereof with a line which is parallel with and 47.00 feet South of the North line of said Section 3 and the **POINT OF BEGINNING**.

thence South 89°28'25" East, along said parallel line and the South line of Herndon Right-of-Way per Document No. 2007-125478 Official Record Fresno County, a distance of 62.99 feet to a point of intersection with the East line of said Grant Deed;

thence South 0°17'50" West, along said East line, a distance of 4.42 feet;

thence North 80°04'50" West, a distance of 17.11 feet to a point of intersection thereof with a line which is parallel with and 1.63 feet South of last said South line;

thence North 89°18'24" West, along last said parallel line, a distance of 36.32 feet to the beginning of a tangent curve, concave Northerly;

thence Northwesterly; along the arc of said tangent curve, with a radius of 20 feet, through a central angle of 12°07'46", an arc distance of 4.23 feet to a point of intersection with a tangent line;

thence North 77°32'29" West, along said tangent line, a distance of 5.72 to **THE POINT OF BEGINNING**.

Containing an area of 1,970 square feet or 0.05 acres, more or less.

The above described easement is graphically depicted on the attached Exhibit "B" and made a part of this description by reference thereto.

END DESCRIPTION

This legal description was prepared by me, or under my direction, in accordance with the Professional Land Surveyors' Act.

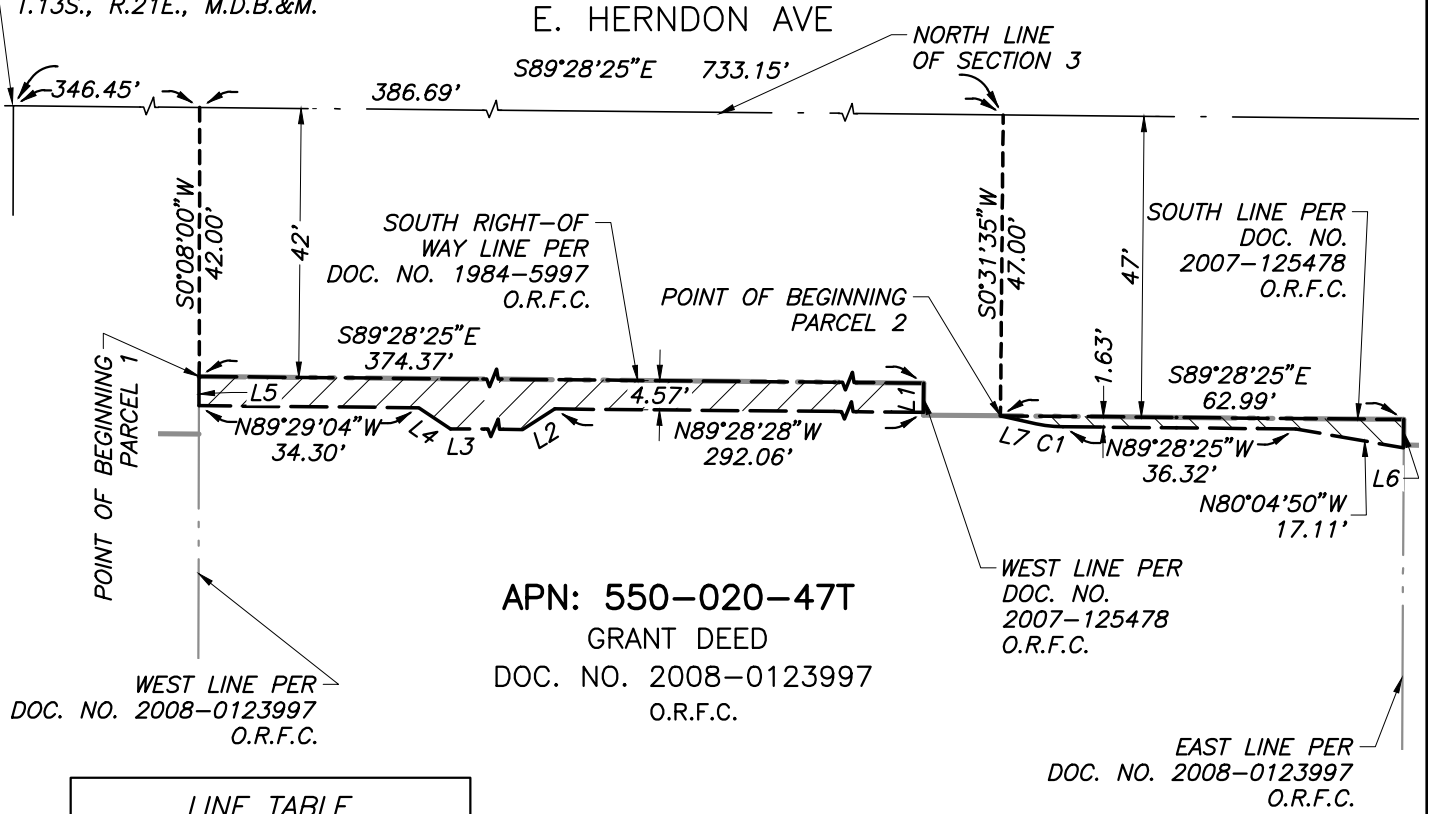
Randell Scott West, PLS 8663
Blair, Church & Flynn Consulting Engineers

November 6, 2024
Date



POINT OF COMMENCEMENT

NW CORNER OF SECTION 3,
T.13S., R.21E., M.D.B.&M.



APN: 550-020-47T

GRANT DEED

DOC. NO. 2008-0123997
O.R.F.C.

WEST LINE PER
DOC. NO. 2007-125478
O.R.F.C.

EAST LINE PER
DOC. NO. 2008-0123997
O.R.F.C.



LINE TABLE

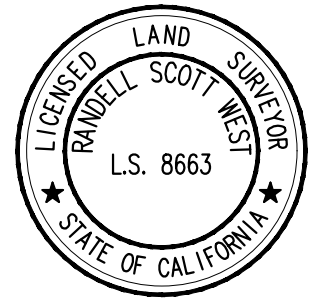
LINE #	LENGTH	BEARING
L1	4.57'	S0°17'50"W
L2	5.98'	S57°35'52"W
L3	38.01'	N89°27'24"W
L4	5.94'	N56°17'22"W
L5	4.56'	N0°08'00"E
L6	4.42'	S0°17'50"W
L7	5.72'	N77°32'29"W

CURVE TABLE

CURVE #	RADIUS	DELTA	LENGTH
C1	20.00'	12°07'46"	4.23'

LEGEND:

- · · · — EXISTING PROPERTY LINE
- · · · · — EXISTING RIGHT-OF-WAY LINE
- · · · — SECTION LINE
- - - - - EXTENSION LINE
-  PARCEL 1: PEDESTRIAN ACCESS EASEMENT TOTAL AREA: 1,850.66 SQ.FT./ 0.04 AC.
-  PARCEL 2: PEDESTRIAN ACCESS EASEMENT TOTAL AREA: 119.73 SQ.FT.



	CONSULTANT Blair, Church & Flynn Consulting Engineers 401. Davis Avenue, Suite 200 Clovis, California 93612 Tel: (559) 328-2400 Fax: (559) 328-2200	CITY OF CLOVIS EXHIBIT "B" PEDESTRIAN ACCESS EASEMENT PORTION OF APN 550-020-47T	DR. BY LJ CH. BY RSW DATE 11/6/2024 SCALE: AS NOTED	SHEET NO. 1 OF 1 SHEETS

CUSD Board Agenda Item

Agenda Item: N 5

Title: Award of Bid - Construction and Equipment

CONTACT: Michael Johnston

FOR INFORMATION: December 13, 2024

FOR ACTION: January 15, 2025

RECOMMENDATION:

Award Bid No. 3004 - Campus Security Improvements Phase 4 to various multi-prime contractors and authorize the Superintendent or designee to enter into multi-prime agreements per the attached tabulation and enter into a construction management agreement with Mark Wilson Construction; non-award of Bid No. 3005 - District Fleet Vehicle Replacement - will be rebid at a later date.

DISCUSSION:

Bid No. 3004 - Campus Security Improvements Phase 4 - Four (4) bids were received and opened on December 17, 2024, as per the attached tabulation. The table below depicts the total of multi-prime bids, construction management fees and all general conditions for the project. Recommend award of base bid per attached tabulation.

Prime Bids	\$1,638,900.00
Fees	\$69,653.00
General Conditions	\$196,668.00
Total	\$1,905,221.00

Funding: Bond Funds

Bid No. 3005 - District Vehicle Replacement - One (1) bid was received and opened on December 20, 2024. Recommend non-award due to clerical error. Will be rebid and brought to the Board at a later date.

<u>VENDOR</u>	<u>AMOUNT OF AWARD</u>
Bakersfield Dodge Inc DBA Haddad Dodge Ram	Reject - Clerical Error

Funding: General Fund

FISCAL IMPACT:

As noted above.

REVISIONS:

ATTACHMENTS:

Description

[Bid3004-BidTabulation.pdf](#)

Upload Date

01-07-2025

BID 3004 - Campus Security Improvements Phase 4				12/17/2024
<u>PKG#</u>	<u>DESCRIPTION</u>	<u>CONTRACTOR</u>	<u>TOTAL BID</u>	<u>SUBCONTRACTORS</u>
CSI-01C	DOOR HARDWARE	AMERICAN WINDOW AND DOOR SYSTEMS, INC.	\$310,000.00	NONE
CSI-01C	DOOR HARDWARE	CONSTRUCTION UNLIMITED SOLUTIONS	\$386,753.09	NOVIELLI
CSI-02C	ELECTRICAL & LOW VOLTAGE	EKC ENTERPRISES, INC.	\$1,328,900.00	INFINITY POWER SOLUTIONS, ARDENT GENERAL
CSI-02C	ELECTRICAL & LOW VOLTAGE	DCL TECHNOLOGY, INC. BID REJECTED- NOT PRE-QUALIFIED	\$449,568.62	REX MOORE INTEGRATED SYSTEMS

Title: Secondary New Course of Study Proposals

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 were provided to the Governing Board prior to this January 15, 2025, Board meeting.

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

[AdvancedEsports.pdf](#)

Upload Date

01-02-2025

AgricultureMechanicsExploration.pdf	01-02-2025
AgriculturePowerMechanics.pdf	01-02-2025
APCybersecurity1ProposalComplete.pdf	01-02-2025
Cybersecurity3-4.pdf	01-02-2025
EthnicandCulturalStudiesNewCourseofStudySY.pdf	01-02-2025
EverydayEssentials-CookingandLifeSkills.pdf	01-02-2025
HealthandMedicalWellnessHonors.pdf	01-02-2025
IntroductiontoAnimalScienceJr.High.pdf	01-02-2025
IntroductiontoAviation-AerospaceScience.pdf	01-02-2025
IntroductiontoPlantScienceandHorticulture.pdf	01-02-2025
SprtsWritingandLiterature.pdf	01-02-2025
WildlifeZoology.pdf	01-02-2025



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>	
Title:	Name/Signature:
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 – 1st Digit	CUSD Graduation Req – 2nd Digit	College Entrance – 3rd 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:

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Author(s):

URL Resources:

Website URL:

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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
- 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.

The infographic is divided into two main sections: Primary Phase and Supplementary Phase. The Primary Phase (February 1 - June 30) includes bullet points about submission opportunities and resubmission deadlines. The Supplementary Phase (August 1 - August 31) includes bullet points about no resubmission opportunities and the need to resubmit in the next cycle. A separate section titled 'COURSE MANAGEMENT' (July 1 - July 31) lists actions like auto-approval, eligible course types, transcript updates, and course management during the supplementary phase.

Phase	Key Information
Primary Phase (February 1 - June 30)	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• New course descriptions submitted during the Supplementary Phase will have no opportunities for resubmission.• If a course description is not approved during the Supplementary Phase, it will need to be submitted to UC during the next submission period, which begins February 1 of the next calendar year.
COURSE MANAGEMENT (July 1 - July 31)	<ul style="list-style-type: none">• 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 textbooks and trusted sources.• Course list edits such as updates to transcript abbreviations, course codes and course-learning environments may also be handled during this time.• All new course submissions made during this time will be managed 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>	
Title:	Name/Signature:
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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 8th 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: 7th 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:

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Read in entirety or near entirety

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

1. Content Area Subcategory Code:
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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)
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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
- 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)

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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.
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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>	
Title:	Name/Signature:
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 – 1st Digit	CUSD Graduation Req – 2nd Digit	College Entrance – 3rd Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
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<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.

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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

Usage:

Primary Text

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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

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

PROPOSAL
New Course of Study/2025-26 School Year

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Are you seeking Honors Designation? Yes No

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| <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>	
Title:	Name/Signature:
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."

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<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

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: Introduction to Cybersecurity and Networking

Topics: Introduction to Cybersecurity, Personal Digital Security, Enterprise Security, Introduction to Computer Systems, Introduction to Command Line, Introduction to Networks, SOHO vs Enterprise Networks.

Lessons: Students will be introduced to the basic tenets of cybersecurity. Students will gain the tools used to build a secure network such as computer construction, operating system management, network building and command line controls. They must show technical skills such as describing and explaining concepts and processes related to data, computer networking and cybersecurity. They will also learn professional skills such as how to communicate technical information and synthesizing relevant information from multiple sources.

Sample Activities

Paper Messages - Use double-sided origami paper as a physical representation of the on/off states of bits to prompt students to demonstrate how information is transmitted digitally. Use the strengths and limitations of this representation to motivate the need for protocols and multiple bits in a row to represent and transmit data.

Binary Number Cards - Students use printable base-10 (decimal) and base-2 (binary) cards to physically model a number's place value. This activity develops students' conceptual understanding of number systems and provides the basis for teaching base-16 (hexadecimal) in the next unit.

Unit 2: Layers, Protocols, and Addressing

Topics: OSI and TCP/IP Models, Introduction to Protocols and Servers, Cabling, Network Topologies, Physical Addressing, Logical Addressing, IP Configuration.

Lessons: Students will learn the physical components of a network. Students will then learn how to put these components together to form a working system. Students will be introduced to network mapping and documenting to simplify troubleshooting. They will learn to create addresses for devices and enact standard protocols to allow devices on the network to communicate with each other. They will assess the advantages and disadvantages of different protocols and how they apply to different types of networks used in the real world.

Sample Activity

Cable Construction - Students build their own ethernet cables to deepen their understanding that all data sent in a network eventually run through a physical cable. Students learn that the strengths and drawbacks of cables are related to the physical properties of the transmission medium.

Unit 3: Configuring a LAN

Topics: Switching, Switch Security, More on Protocols, and LAN Configuration and Troubleshooting.

Lessons: Students will learn the basics of controlling communications through a local area network. They will learn both hardware and software tools and methods for securing these communications. They will learn to evaluate the protocols available for networks and how to determine the most appropriate protocols to use for the network given. Students will learn multiple tools and ways to approach troubleshooting problems with LAN networks.

Sample Activity

CS Disconnected - There's trouble in the computer lab! Using Cisco Packet Tracer, students must exercise their troubleshooting skills to identify and fix multiple connectivity issues in the lab.

Unit 4: Advanced LAN Topics

Topics: IPv4 Addressing, Routing, Subnetting, Wireless Networks, Network Troubleshooting.

Lessons: Students will learn the differences between private and public IP addresses and how they can be used in a local area network. They will learn how to piece together more complicated networks including subnetting smaller networks within a larger network, incorporating wireless network protocols, addressing, and routing. Students will also learn how to troubleshoot these more advanced network setups using proper tools and protocols.

Sample Activity

CS Disconnect 2 - Using Cisco Packet Tracer, students must exercise their troubleshooting skills to identify problems in a more complicated network. Students then must evaluate these methods and create their own list of steps to most efficiently fix the entire network. Once they have developed this ordered list they will then compete in teams to solve a malfunctioning network. They must then evaluate the methods used by each team.

Unit 5: Network Security

Topics: Introduction to Security Controls, Physical and Administrative Controls, Technical Controls: Firewalls, Technical Controls: Network Segmentation, Technical Controls: Network Monitoring, Defense in Depth.

Lessons: Students will be introduced to hardware and software strategies for controlling security and access to a network. They will learn how physical network setups such as segmentation can help make securing networks easier by creating groups that share access levels. Students will learn how to change rules set for physical or software firewalls and how it affects network traffic. Students will learn how network monitoring tools such as data flow logs and usage numbers can be used to identify security issues and network stability.

Sample Activity

Firewall Lab – Using Cisco Packet Tracer, students will create a network comprised of computer, one Cisco ASA Firewall and a WAN web server. Students will need to configure it properly to meet different levels of security and prove that it works for each by sending packets through and reading the logs and configurations. Students will then apply each setup and configuration to real world examples of when they might use that specific setup.

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: 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://apps.cyber.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: Students will have access to information about networking terms, descriptions, network topologies and review materials. They will also be using the Cisco Packet Tracer tool to build and configure networks as well as troubleshoot problems in virtual networks.

Website URL: <https://www.netacad.com>

Usage:

Primary Text

Read in entirety or near entirety



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>	
Title:	Name/Signature:
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 – 1st Digit	CUSD Graduation Req – 2nd Digit	College Entrance – 3rd 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 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

***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
- 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 <ul style="list-style-type: none">• 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).	Course Management Month: July 1 - July 31 <ul style="list-style-type: none">• 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 first 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.
Supplementary Phase: August 1 - August 31 <ul style="list-style-type: none">• 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.	



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>	
<u>Title:</u>	<u>Name/Signature:</u>
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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 CUSD 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, CUSD 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.
- CCCR.6: Assess how point of view or purpose shapes the content and style of a text.
- CCRW.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:

- MC: Furthering self-understanding.
- MC: Recognizing intersectionality.
- CCRR.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.
- CCRR 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: A Different Mirror for Young People: A History of Multicultural America

Edition:

Publication Date: 1993

Publisher: Triangle Square

Author(s): Ronald Takaki

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 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
- 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?
- 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	
Title:	Name/Signature:
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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.

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
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
- 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	Course Management Month: July 1 - July 31
<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none">• Eligible courses include adaptations of program courses, self-reported online publisher courses as well as certain types of revisions and modified 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.
<h4>Supplementary Phase: August 1 - August 31</h4> <ul style="list-style-type: none">• 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.	



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>	
Title:	Name/Signature:
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:
Department Codes – 1 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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 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 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 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 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

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: 4th 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: 4th 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

***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
- 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

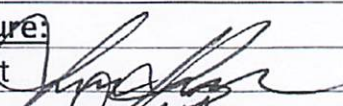
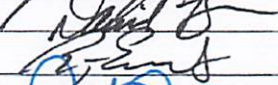

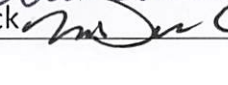


- If yes, what is the industry sector? _____
- What is the name of the Pathway? _____

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>	
Title:	Name/Signature:
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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: 7th 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 in 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

***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
- 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 modified 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>	
Title:	Name/Signature:
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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 |
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| <input type="checkbox"/> Sanchez Intermediate | <input checked="" type="checkbox"/> Clovis South High School |
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| | <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:

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

***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
- 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.

Primary Phase: February 1 - June 30 <ul style="list-style-type: none">• 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).	Course Management Month: July 1 - July 31 <ul style="list-style-type: none">• Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none">• 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.
Supplementary Phase: August 1 - August 31 <ul style="list-style-type: none">• 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.	



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

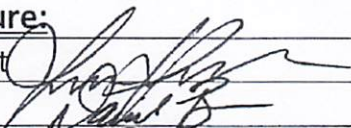
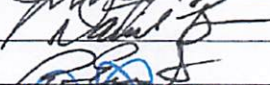
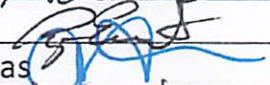
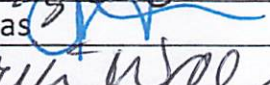
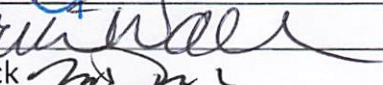
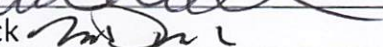
- If yes, what is the industry sector? _____
- What is the name of the Pathway? _____

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 & Horticulture</u>	
School(s): <u>Reyburn Intermediate</u>	
Department: <u>Agriculture</u>	
Title:	Name/Signature:
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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 7th-8th 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

***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.
- 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 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 file edits such as updates to transcript abbreviations, course codes and course learning environment files to 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 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>	
Title:	Name/Signature:
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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

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- 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 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	Course Management Month: July 1 - July 31
<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none">• 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.
Supplementary Phase: August 1 - August 31	
<ul style="list-style-type: none">• 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.	



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?

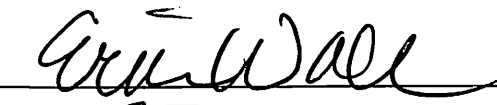

Is this an online/Edgenuity course? Yes No

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>	
Title:	Name/Signature:
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 st Digit	CUSD Graduation Req – 2 nd Digit	College Entrance – 3 rd 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 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 checked="" 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 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 l'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

***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
- 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	Course Management Month: July 1 - July 31
<ul style="list-style-type: none">● 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).	<ul style="list-style-type: none">● Courses eligible for auto approval may be submitted to UC.<ul style="list-style-type: none">• Eligible courses include additions 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.
<h4>Supplementary Phase: August 1 - August 31</h4> <ul style="list-style-type: none">● 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.	

CUSD Board Agenda Item

Agenda Item: N 7

Title: Provisional Internship Permit

CONTACT: Barry Jager

FOR INFORMATION:

FOR ACTION: January 15, 2025

RECOMMENDATION:

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

DISCUSSION:

The 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
Scott Drake	High School Science	9-12	Clovis High School	PIP (Science: Chemistry and Science: Geosciences)

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 is being presented directly for action due to immediate hiring needs.

FISCAL IMPACT:

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: O 1

Title: Soliant Health, LLC Contract Increase

CONTACT: Norm Anderson

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Authorize Clovis Unified School District to approve an increase in the current contract amount with Soliant Health, LLC, for American Sign Language (ASL) interpreters.

DISCUSSION:

This increase will ensure the District can meet its obligations under the Individuals with Disabilities Education Act (IDEA) by providing ASL interpreters for Special Education students that require interpreting services to access an equitable and inclusive education as outlined in their Individualized Education Program (IEP).

FISCAL IMPACT:

The total contract amount, including the proposed increase, is not to exceed \$332,000. The cost will be included in the 2024-25 Special Education budget.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: 0 2

Title: Translation Services with Hanna Interpreting

CONTACT: Marc Hammack

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Approve an agreement with Hanna Interpreting Services for the term of February 1, 2025, through June 30, 2026.

DISCUSSION:

Clovis Unified has a growing number of spoken languages across the District and to meet the needs of the families and community, we have an increased need for translation services. Hanna Interpreting provides both on-demand and in-person services with the languages needed to support our students, staff and families.

FISCAL IMPACT:

The annual cost of this agreement shall not exceed \$100,000 and is included in the General Fund budget.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: 03

Title: Increase Contract Amounts for Two Non-Public Schools

CONTACT: Norm Anderson

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Authorize Clovis Unified School District to approve an increase in the existing contract amounts with two non-public schools to ensure the continued provision of specialized educational services for District placed students in compliance with their Individualized Education Program (IEP).

DISCUSSION:

At the August 7, 2024, Board meeting, the Board authorized a contract with Creative Alternatives School for a not-to-exceed amount of \$216,000. At the same meeting, the Board also authorized a contract with Learn It Systems, LLC, for a not-to-exceed amount of \$135,000. Based on current student needs, the request is to increase contracts with Creative Alternatives School and Learn It Systems, LLC, for the 2024-25 school year as stated below.

Non Public School	Location	Contract Amount Approved effective August 7, 2024	Proposed Increase	Total Contract Amount
Creative Alternatives	Fresno, CA	\$216,000	\$236,700	\$452,700
Learn It Systems, LLC	Fresno, CA	\$135,000	\$270,630	\$405,630

FISCAL IMPACT:

Costs are included in the 2024-25 Special Education budget.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: O 4

Title: Annual Agreement with School Services of California for Legislative Advocacy Services

CONTACT: Michael Johnston

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Approve an annual agreement with School Services of California for legislative advocacy services during the 2025 calendar year.

DISCUSSION:

Since July 1, 1991, the District has utilized School Services of California (SSC) to provide legislative advocacy services. The District has benefited from SSC's efforts on its behalf through successful legislation initiatives and budget appropriations during the past several years. The current agreement with SSC expired on December 31, 2024, and in order for the District to continue to utilize these services, it will be necessary for the Board to renew the existing agreement.

The agreement is for one year beginning January 1, 2025, through December 31, 2025.

FISCAL IMPACT:

The annual cost of this agreement will be \$61,080 plus expenses. This reflects an increase of 2%. The cost is included in the General Fund budget.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: 0 5

Title: Appointment of Architect for Nelson Elementary School Modernization Project

CONTACT: Michael Johnston

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Authorize the Superintendent or designee to enter into an agreement with Darden Architects to provide design services for the Nelson Elementary School modernization project.

DISCUSSION:

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

Site	Architect Firm	Estimated Construction Budget	Total Project Budget	Architectural Fee Percent
Nelson E.S.	Darden	\$16,150,000	\$21,475,740	8.5%

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. Funded through Bond Measure A.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: O 6

Title: Resolution No. 4026 - Certifying to the Board of Supervisors of Fresno County All Proceedings in the November 5, 2024, General Obligation Bond Election and the Continuation of the Citizens' Oversight Committee for Measure A of 2024

CONTACT: Michael Johnston

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Adopt Resolution No. 4026 certifying a successful bond election and the continuation of the Citizens' Oversight Committee.

DISCUSSION:

On November 5, 2024, the Clovis Unified School District presented to District voters Measure A, which asked the electors of the District whether bonds in the principal amount of \$400,000,000 should be issued to finance school facilities. The District has received confirmation from the Fresno County Registrar of Voters office that Measure A was successful during the November 5, 2024, election, receiving more than the legally required 55% "yes" votes. This Resolution is an act, required by law, to formally enter the successful results in District Board minutes.

State law and the District's successful bond measures (Measure A of 2012, Measure A of 2020, and Measure A of 2024) require citizen oversight of bond money expenditures for transparency in bond fund spending. State law requires that a Committee be established and exist during the bond fund spending period that is governed by bylaws for its administration. The seven-member Committee is composed of volunteer citizens. The District already has a Committee which was established and exists for previous bond measures. This Resolution also formally establishes the same Committee to serve for Measure A (2024) bond spending, pursuant to existing bylaws.

FISCAL IMPACT:

\$400 million in Bond funds to complete the Measure A Bond projects.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

**RESOLUTION NO. 4026
BEFORE THE GOVERNING BOARD
OF THE CLOVIS UNIFIED SCHOOL DISTRICT**

**IN THE MATTER OF CERTIFYING TO
THE BOARD OF SUPERVISORS OF FRESNO COUNTY
ALL PROCEEDINGS IN THE NOVEMBER 5, 2024,
GENERAL OBLIGATION BOND ELECTION
AND ESTABLISHING CITIZENS' OVERSIGHT COMMITTEE
FOR MEASURE A OF 2024**

WHEREAS, on July 17, 2024, the Governing Board of the Clovis Unified School District (the "District") of Fresno County (the "County"), State of California, adopted its Resolution No. 3997 (the "Resolution") ordering an election for general obligation bonds (the "Bond Election") to be held on November 5, 2024; and

WHEREAS, the Resolution was duly delivered to the Registrar of Voters for the County; and

WHEREAS, the Resolution was duly delivered to the Clerk of the Board of Supervisors of the County; and

WHEREAS, notice of the Bond Election was duly given; and

WHEREAS, on November 5, 2024, the Bond Election was duly held and conducted for the purpose of voting on the proposition of issuing bonds of the District in the amount of \$400 million, known as Measure A (the "Measure A" or the "Bond Measure"); and

WHEREAS, the Governing Board of the District has received the Canvass and Statement of results of the election from the County ("Certificate of Election Results"); and

WHEREAS, it appears from the Certificate of Election Results that more than 55% of the votes cast on the proposition were in favor of issuing the aforementioned bonds and the Governing Board desires to formally enter the successful results in the District's minutes; and

WHEREAS, Measure A requires transparency in spending in the form of citizens' oversight, and the Governing Board desires to include oversight of Measure A bond proceeding in the responsibilities of the oversight committee which the District has previously established.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE CLOVIS UNIFIED SCHOOL DISTRICT DOES HEREBY FIND, DETERMINE AND CERTIFY AS FOLLOWS:

Section 1. Entry Upon Minutes. That entry be made upon the minutes of this meeting that Measure A has been approved by more than 55% of the votes cast at the Bond Election.

Section 2. Certification to County Board. That it is hereby certified to the Board of Supervisors of Fresno County that all proceedings of the District in connection with the November 5, 2024, Bond Election have been accomplished according to law.

Section 3. Delivery of This Resolution. That the Clerk of the Board is hereby requested to deliver a copy of this Resolution to the County Superintendent of Schools with a request that, pursuant to Education Code Section 15274, the Fresno County Superintendent deliver a copy of this Resolution and Certificate of Election Results attached hereto as Exhibit A to the Clerk of the Board of Supervisors of the County.

Section 4. Establishment of Committee for Measure A of 2024. The Governing Board directs that the Committee that has been established for spending oversight of Measure A of 2020 also serve as the Measure A of 2024 Committee and as such, the current Bylaws adopted for Measure A of 2020 shall be deemed to also govern the administration and proceedings for the Committee for Measure A of 2024.

Section 5. Effective Date. This resolution shall take effect on and after its adoption.

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 5th day of February, 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Yolanda Moore, President
Governing Board
Clovis Unified School District
Fresno County, California

I, Hugh Awtrey, 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.

Hugh Awtrey, Clerk
Governing Board
Clovis Unified School District
Fresno County, California

EXHIBIT A

COUNTY CERTIFICATION OF ELECTION RESULTS AS ATTACHMENT

FRESNO COUNTY CONSOLIDATED GENERAL ELECTION NOVEMBER 5, 2024 STATEMENT OF VOTES

Precinct	Registered Voters	Voters Cast	% Turnout
County			
Electionwide			
0000131			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000132			
Vote Center	3,714	462	12.44%
Vote by Mail	3,714	2,541	68.42%
Total	3,714	3,003	80.86%
0000149			
Vote Center	3,704	444	11.99%
Vote by Mail	3,704	2,535	68.44%
Total	3,704	2,979	80.43%
0000153			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000154			
Vote Center	114	5	4.39%
Vote by Mail	114	78	68.42%
Total	114	83	72.81%
0000155			
Vote Center	52	9	17.31%
Vote by Mail	52	38	73.08%
Total	52	47	90.38%
0000156			
Vote Center	7,110	917	12.90%
Vote by Mail	7,110	4,543	63.90%
Total	7,110	5,460	76.79%

Precinct	Registered Voters	Voters Cast	% Turnout
0000157			
Vote Center	3,843	418	10.88%
Vote by Mail	3,843	2,677	69.66%
Total	3,843	3,095	80.54%
0000158			
Vote Center	5,017	623	12.42%
Vote by Mail	5,017	3,244	64.66%
Total	5,017	3,867	77.08%
0000159			
Vote Center	2,161	292	13.51%
Vote by Mail	2,161	1,378	63.77%
Total	2,161	1,670	77.28%
0000160			
Vote Center	220	9	4.09%
Vote by Mail	220	189	85.91%
Total	220	198	90.00%
0000161			
Vote Center	26	6	23.08%
Vote by Mail	26	13	50.00%
Total	26	19	73.08%
0000211			
Vote Center	985	127	12.89%
Vote by Mail	985	615	62.44%
Total	985	742	75.33%
0000212			
Vote Center	308	39	12.66%
Vote by Mail	308	187	60.71%
Total	308	226	73.38%
0000213			
Vote Center	514	65	12.65%
Vote by Mail	514	323	62.84%
Total	514	388	75.49%
0000215			
Vote Center	8	1	12.50%
Vote by Mail	8	6	75.00%
Total	8	7	87.50%

Precinct	Registered Voters	Voters Cast	% Turnout
0000216			
Vote Center	3,042	427	14.04%
Vote by Mail	3,042	1,728	56.80%
Total	3,042	2,155	70.84%
0000217			
Vote Center	78	18	23.08%
Vote by Mail	78	43	55.13%
Total	78	61	78.21%
0000218			
Vote Center	2,202	272	12.35%
Vote by Mail	2,202	1,308	59.40%
Total	2,202	1,580	71.75%
0000219			
Vote Center	588	87	14.80%
Vote by Mail	588	342	58.16%
Total	588	429	72.96%
0000220			
Vote Center	27	4	14.81%
Vote by Mail	27	19	70.37%
Total	27	23	85.19%
0000221			
Vote Center	2,414	316	13.09%
Vote by Mail	2,414	1,562	64.71%
Total	2,414	1,878	77.80%
0000222			
Vote Center	36	14	38.89%
Vote by Mail	36	15	41.67%
Total	36	29	80.56%
0000223			
Vote Center	6,759	842	12.46%
Vote by Mail	6,759	4,356	64.45%
Total	6,759	5,198	76.90%
0000224			
Vote Center	7,675	1,026	13.37%
Vote by Mail	7,675	4,762	62.05%
Total	7,675	5,788	75.41%

Precinct	Registered Voters	Voters Cast	% Turnout
0000225			
Vote Center	5,446	582	10.69%
Vote by Mail	5,446	3,602	66.14%
Total	5,446	4,184	76.83%
0000226			
Vote Center	5,601	755	13.48%
Vote by Mail	5,601	3,417	61.01%
Total	5,601	4,172	74.49%
0000227			
Vote Center	4,522	597	13.20%
Vote by Mail	4,522	3,010	66.56%
Total	4,522	3,607	79.77%
0000228			
Vote Center	5,109	729	14.27%
Vote by Mail	5,109	2,798	54.77%
Total	5,109	3,527	69.04%
0000229			
Vote Center	4,278	537	12.55%
Vote by Mail	4,278	2,325	54.35%
Total	4,278	2,862	66.90%
0000230			
Vote Center	2,693	354	13.15%
Vote by Mail	2,693	1,228	45.60%
Total	2,693	1,582	58.74%
0000232			
Vote Center	159	20	12.58%
Vote by Mail	159	95	59.75%
Total	159	115	72.33%
0000233			
Vote Center	3,606	528	14.64%
Vote by Mail	3,606	1,757	48.72%
Total	3,606	2,285	63.37%
0000238			
Vote Center	45	9	20.00%
Vote by Mail	45	21	46.67%
Total	45	30	66.67%

Precinct	Registered Voters	Voters Cast	% Turnout
0000239			
Vote Center	5,300	665	12.55%
Vote by Mail	5,300	2,714	51.21%
Total	5,300	3,379	63.75%
0000240			
Vote Center	219	23	10.50%
Vote by Mail	219	134	61.19%
Total	219	157	71.69%
0000241			
Vote Center	66	17	25.76%
Vote by Mail	66	44	66.67%
Total	66	61	92.42%
0000242			
Vote Center	148	32	21.62%
Vote by Mail	148	82	55.41%
Total	148	114	77.03%
0000243			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000244			
Vote Center	1,345	211	15.69%
Vote by Mail	1,345	768	57.10%
Total	1,345	979	72.79%
0000245			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000246			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000247			
Vote Center	9	1	11.11%
Vote by Mail	9	6	66.67%
Total	9	7	77.78%

Precinct	Registered Voters	Voters Cast	% Turnout
0000248			
Vote Center	12	1	8.33%
Vote by Mail	12	4	33.33%
Total	12	5	41.67%
0000249			
Vote Center	1	1	100.00%
Vote by Mail	1	2	200.00%
Total	1	3	300.00%
0000250			
Vote Center	1,489	227	15.25%
Vote by Mail	1,489	777	52.18%
Total	1,489	1,004	67.43%
0000251			
Vote Center	8,621	1,079	12.52%
Vote by Mail	8,621	5,812	67.42%
Total	8,621	6,891	79.93%
0000252			
Vote Center	2,358	326	13.83%
Vote by Mail	2,358	1,525	64.67%
Total	2,358	1,851	78.50%
0000253			
Vote Center	4,600	633	13.76%
Vote by Mail	4,600	2,868	62.35%
Total	4,600	3,501	76.11%
0000254			
Vote Center	464	60	12.93%
Vote by Mail	464	315	67.89%
Total	464	375	80.82%
0000255			
Vote Center	594	97	16.33%
Vote by Mail	594	395	66.50%
Total	594	492	82.83%
0000256			
Vote Center	509	93	18.27%
Vote by Mail	509	314	61.69%
Total	509	407	79.96%

Precinct	Registered Voters	Voters Cast	% Turnout
0000257			
Vote Center	9	0	0.00%
Vote by Mail	9	6	66.67%
Total	9	6	66.67%
0000258			
Vote Center	5,799	816	14.07%
Vote by Mail	5,799	3,846	66.32%
Total	5,799	4,662	80.39%
0000259			
Vote Center	2,996	416	13.89%
Vote by Mail	2,996	1,893	63.18%
Total	2,996	2,309	77.07%
0000260			
Vote Center	427	51	11.94%
Vote by Mail	427	216	50.59%
Total	427	267	62.53%
0000261			
Vote Center	1,399	169	12.08%
Vote by Mail	1,399	750	53.61%
Total	1,399	919	65.69%
0000262			
Vote Center	1	0	0.00%
Vote by Mail	1	1	100.00%
Total	1	1	100.00%
0000263			
Vote Center	5	3	60.00%
Vote by Mail	5	2	40.00%
Total	5	5	100.00%
0000264			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000266			
Vote Center	0	1	N/A
Vote by Mail	0	0	N/A
Total	0	1	N/A

Precinct	Registered Voters	Voters Cast	% Turnout
0000267			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000268			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000279			
Vote Center	780	114	14.62%
Vote by Mail	780	384	49.23%
Total	780	498	63.85%
0000280			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000306			
Vote Center	3,790	434	11.45%
Vote by Mail	3,790	2,633	69.47%
Total	3,790	3,067	80.92%
0000307			
Vote Center	2,484	258	10.39%
Vote by Mail	2,484	1,654	66.59%
Total	2,484	1,912	76.97%
0000308			
Vote Center	5,543	729	13.15%
Vote by Mail	5,543	3,462	62.46%
Total	5,543	4,191	75.61%
0000309			
Vote Center	4,645	468	10.08%
Vote by Mail	4,645	3,189	68.65%
Total	4,645	3,657	78.73%
0000310			
Vote Center	3,618	491	13.57%
Vote by Mail	3,618	2,118	58.54%
Total	3,618	2,609	72.11%

Precinct	Registered Voters	Voters Cast	% Turnout
0000311			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000312			
Vote Center	6	1	16.67%
Vote by Mail	6	5	83.33%
Total	6	6	100.00%
0000313			
Vote Center	51	6	11.76%
Vote by Mail	51	38	74.51%
Total	51	44	86.27%
0000314			
Vote Center	1,046	90	8.60%
Vote by Mail	1,046	708	67.69%
Total	1,046	798	76.29%
0000354			
Vote Center	1,459	192	13.16%
Vote by Mail	1,459	805	55.17%
Total	1,459	997	68.33%
0000355			
Vote Center	1,495	217	14.52%
Vote by Mail	1,495	511	34.18%
Total	1,495	728	48.70%
0000454			
Vote Center	0	0	N/A
Vote by Mail	0	0	N/A
Total	0	0	N/A
0000455			
Vote Center	92	0	0.00%
Vote by Mail	92	84	91.30%
Total	92	84	91.30%
0000456			
Vote Center	3,514	461	13.12%
Vote by Mail	3,514	2,135	60.76%
Total	3,514	2,596	73.88%

Precinct	Registered Voters	Voters Cast	% Turnout
0000457			
Vote Center	1,926	185	9.61%
Vote by Mail	1,926	1,476	76.64%
Total	1,926	1,661	86.24%
Electionwide - Total	148,876	111,533	74.92%
County - Total	148,876	111,533	74.92%
Vote Center	148,876	19,102	12.83%
Vote by Mail	148,876	92,431	62.09%

Clovis Unified No 2 (Vote for 1) **** - Insufficient Turnout to Protect Voter Privacy

Precinct	County	Times Cast	Registered Voters	Undervotes	Overvotes
Electionwide					
0000131					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000132					
	Vote Center	462	3,714	58	0
	Vote by Mail	2,541	3,714	343	5
	Total	3,003	3,714	401	5
0000153					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000154					
	Vote Center	5	114	****	****
	Vote by Mail	78	114	5	0
	Total	83	114	6	0
0000155					
	Vote Center	9	52	****	****
	Vote by Mail	38	52	6	0
	Total	47	52	7	0
0000156					
	Vote Center	917	7,110	119	0
	Vote by Mail	4,543	7,110	562	7
	Total	5,460	7,110	681	7
0000157					
	Vote Center	418	3,843	58	1
	Vote by Mail	2,677	3,843	303	4
	Total	3,095	3,843	361	5

Precinct	County	MOLLY DEFRANK		WILMA TOM HASHIMOTO	
Electionwide					
0000131					
	Vote Center	0		0	
	Vote by Mail	0		0	
	Total	0		0	
0000132					
	Vote Center	202	50.00%	113	27.97%
	Vote by Mail	1,116	50.89%	718	32.74%
	Total	1,318	50.75%	831	32.00%
0000153					
	Vote Center	0		0	
	Vote by Mail	0		0	
	Total	0		0	
0000154					
	Vote Center	****	****	****	****
	Vote by Mail	37	50.68%	23	31.51%
	Total	37	48.05%	24	31.17%
0000155					
	Vote Center	****	****	****	****
	Vote by Mail	17	53.13%	9	28.13%
	Total	21	52.50%	13	32.50%
0000156					
	Vote Center	280	35.09%	297	37.22%
	Vote by Mail	1,369	34.45%	1,779	44.77%
	Total	1,649	34.56%	2,076	43.50%
0000157					
	Vote Center	155	43.18%	132	36.77%
	Vote by Mail	874	36.88%	1,147	48.40%
	Total	1,029	37.71%	1,279	46.87%

Precinct	JANET S. KARDASHIAN		Write-in		Total Votes	Unresolved Write-In	
County							
Electionwide							
0000131							
	Vote Center	0		0	0	0	
	Vote by Mail	0		0	0	0	
	Total	0		0	0	0	
0000132							
	Vote Center	89	22.03%	0	0.00%	404	0
	Vote by Mail	359	16.37%	0	0.00%	2,193	0
	Total	448	17.25%	0	0.00%	2,597	0
0000153							
	Vote Center	0		0		0	0
	Vote by Mail	0		0		0	0
	Total	0		0		0	0
0000154							
	Vote Center	****	****	****	****	****	****
	Vote by Mail	13	17.81%	0	0.00%	73	0
	Total	16	20.78%	0	0.00%	77	0
0000155							
	Vote Center	****	****	****	****	****	****
	Vote by Mail	6	18.75%	0	0.00%	32	0
	Total	6	15.00%	0	0.00%	40	0
0000156							
	Vote Center	221	27.69%	0	0.00%	798	0
	Vote by Mail	826	20.79%	0	0.00%	3,974	0
	Total	1,047	21.94%	0	0.00%	4,772	0
0000157							
	Vote Center	72	20.06%	0	0.00%	359	0
	Vote by Mail	349	14.73%	0	0.00%	2,370	0
	Total	421	15.43%	0	0.00%	2,729	0

Precinct	Times Cast	Registered Voters	Undervotes	Overvotes
0000158				
Vote Center	623	5,017	79	0
Vote by Mail	3,244	5,017	452	4
Total	3,867	5,017	531	4
0000159				
Vote Center	292	2,161	44	0
Vote by Mail	1,378	2,161	233	2
Total	1,670	2,161	277	2
0000160				
Vote Center	9	220	****	****
Vote by Mail	189	220	27	0
Total	198	220	27	0
0000161				
Vote Center	6	26	****	****
Vote by Mail	13	26	0	0
Total	19	26	0	0
0000256				
Vote Center	93	509	11	0
Vote by Mail	314	509	45	0
Total	407	509	56	0
Electionwide - Total	17,849	22,766	2,347	23
County - Total	17,849	22,766	2,347	23

Precinct	MOLLY DEFRANK		WILMA TOM HASHIMOTO	
0000158				
Vote Center	210	38.60%	202	37.13%
Vote by Mail	1,066	38.24%	1,242	44.55%
Total	1,276	38.30%	1,444	43.34%
0000159				
Vote Center	110	44.35%	87	35.08%
Vote by Mail	420	36.75%	527	46.11%
Total	530	38.10%	614	44.14%
0000160				
Vote Center	****	****	****	****
Vote by Mail	95	58.64%	46	28.40%
Total	101	59.06%	48	28.07%
0000161				
Vote Center	****	****	****	****
Vote by Mail	5	38.46%	5	38.46%
Total	8	42.11%	7	36.84%
0000256				
Vote Center	30	36.59%	39	47.56%
Vote by Mail	97	36.06%	124	46.10%
Total	127	36.18%	163	46.44%
Electionwide - Total	6,096	39.38%	6,499	41.99%
County - Total	6,096	39.38%	6,499	41.99%

Precinct	JANET S. KARDASHIAN		Write-in		Total Votes	Unresolved Write-In
0000158						
	Vote Center	132 24.26%	0 0.00%	0 0.00%	544	0
	Vote by Mail	480 17.22%	0 0.00%	0 0.00%	2,788	0
	Total	612 18.37%	0 0.00%	0 0.00%	3,332	0
0000159						
	Vote Center	51 20.56%	0 0.00%	0 0.00%	248	0
	Vote by Mail	196 17.15%	0 0.00%	0 0.00%	1,143	0
	Total	247 17.76%	0 0.00%	0 0.00%	1,391	0
0000160						
	Vote Center	**** ****	**** ****	**** ****	****	****
	Vote by Mail	21 12.96%	0 0.00%	0 0.00%	162	0
	Total	22 12.87%	0 0.00%	0 0.00%	171	0
0000161						
	Vote Center	**** ****	**** ****	**** ****	****	****
	Vote by Mail	3 23.08%	0 0.00%	0 0.00%	13	0
	Total	4 21.05%	0 0.00%	0 0.00%	19	0
0000256						
	Vote Center	13 15.85%	0 0.00%	0 0.00%	82	0
	Vote by Mail	48 17.84%	0 0.00%	0 0.00%	269	0
	Total	61 17.38%	0 0.00%	0 0.00%	351	0
	Electionwide - Total	2,884 18.63%	0 0.00%	0 0.00%	15,479	0
	County - Total	2,884 18.63%	0 0.00%	0 0.00%	15,479	0

Clovis Unified No 4 (Vote for 1) **** - Insufficient Turnout to Protect Voter Privacy

Precinct	County	Times Cast	Registered Voters	Undervotes	Overvotes
Electionwide					
0000149					
	Vote Center	444	3,704	65	0
	Vote by Mail	2,535	3,704	343	0
	Total	2,979	3,704	408	0
0000221					
	Vote Center	316	2,414	38	0
	Vote by Mail	1,562	2,414	169	1
	Total	1,878	2,414	207	1
0000251					
	Vote Center	1,079	8,621	146	2
	Vote by Mail	5,812	8,621	782	6
	Total	6,891	8,621	928	8
0000252					
	Vote Center	326	2,358	49	1
	Vote by Mail	1,525	2,358	219	0
	Total	1,851	2,358	268	1
0000253					
	Vote Center	633	4,600	90	0
	Vote by Mail	2,868	4,600	357	1
	Total	3,501	4,600	447	1
0000254					
	Vote Center	60	464	7	0
	Vote by Mail	315	464	55	0
	Total	375	464	62	0
0000255					
	Vote Center	97	594	16	0
	Vote by Mail	395	594	47	0
	Total	492	594	63	0

Precinct	County	HUGH AWTRY	GINA VUE
Electionwide			
0000149			
	Vote Center	281 74.14%	98 25.86%
	Vote by Mail	1,565 71.40%	627 28.60%
	Total	1,846 71.80%	725 28.20%
0000221			
	Vote Center	144 51.80%	134 48.20%
	Vote by Mail	688 49.43%	704 50.57%
	Total	832 49.82%	838 50.18%
0000251			
	Vote Center	542 58.22%	389 41.78%
	Vote by Mail	2,908 57.88%	2,116 42.12%
	Total	3,450 57.93%	2,505 42.07%
0000252			
	Vote Center	150 54.35%	126 45.65%
	Vote by Mail	743 56.89%	563 43.11%
	Total	893 56.45%	689 43.55%
0000253			
	Vote Center	301 55.43%	242 44.57%
	Vote by Mail	1,398 55.70%	1,112 44.30%
	Total	1,699 55.65%	1,354 44.35%
0000254			
	Vote Center	37 69.81%	16 30.19%
	Vote by Mail	200 76.92%	60 23.08%
	Total	237 75.72%	76 24.28%
0000255			
	Vote Center	50 61.73%	31 38.27%
	Vote by Mail	189 54.31%	159 45.69%
	Total	239 55.71%	190 44.29%

Precinct		Write-in		Total Votes	Unresolved Write-In
County					
Electionwide					
0000149					
	Vote Center	0	0.00%	379	0
	Vote by Mail	0	0.00%	2,192	0
	Total	0	0.00%	2,571	0
0000221					
	Vote Center	0	0.00%	278	0
	Vote by Mail	0	0.00%	1,392	0
	Total	0	0.00%	1,670	0
0000251					
	Vote Center	0	0.00%	931	0
	Vote by Mail	0	0.00%	5,024	0
	Total	0	0.00%	5,955	0
0000252					
	Vote Center	0	0.00%	276	0
	Vote by Mail	0	0.00%	1,306	0
	Total	0	0.00%	1,582	0
0000253					
	Vote Center	0	0.00%	543	0
	Vote by Mail	0	0.00%	2,510	0
	Total	0	0.00%	3,053	0
0000254					
	Vote Center	0	0.00%	53	0
	Vote by Mail	0	0.00%	260	0
	Total	0	0.00%	313	0
0000255					
	Vote Center	0	0.00%	81	0
	Vote by Mail	0	0.00%	348	0
	Total	0	0.00%	429	0

Precinct	Times Cast	Registered Voters	Undervotes	Overvotes
Electionwide - Total	17,967	22,755	2,383	11
County - Total	17,967	22,755	2,383	11

Precinct	HUGH AWTRY		GINA VUE	
Electionwide - Total	9,196	59.05%	6,377	40.95%
County - Total	9,196	59.05%	6,377	40.95%

Precinct	Write-in		Total Votes	Unresolved Write-In
Electionwide - Total	0	0.00%	15,573	0
County - Total	0	0.00%	15,573	0

A. Clovis Unified School District School Bond (55% Required to Pass) (Vote for 1) **** - Insufficient Turnout to Protect Voter

Privacy

Precinct	County	Times Cast	Registered Voters	Undervotes	Overvotes
Electionwide					
0000131					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000132					
	Vote Center	462	3,714	25	0
	Vote by Mail	2,541	3,714	137	0
	Total	3,003	3,714	162	0
0000149					
	Vote Center	444	3,704	25	0
	Vote by Mail	2,535	3,704	131	0
	Total	2,979	3,704	156	0
0000153					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000154					
	Vote Center	5	114	****	****
	Vote by Mail	78	114	1	0
	Total	83	114	2	0
0000155					
	Vote Center	9	52	****	****
	Vote by Mail	38	52	5	0
	Total	47	52	5	0
0000156					
	Vote Center	917	7,110	98	1
	Vote by Mail	4,543	7,110	416	1
	Total	5,460	7,110	514	2

Precinct	County	BONDS - YES		BONDS - NO		Total Votes
Electionwide						
0000131						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000132						
	Vote Center	223	51.03%	214	48.97%	437
	Vote by Mail	1,108	46.09%	1,296	53.91%	2,404
	Total	1,331	46.85%	1,510	53.15%	2,841
0000149						
	Vote Center	192	45.82%	227	54.18%	419
	Vote by Mail	1,229	51.12%	1,175	48.88%	2,404
	Total	1,421	50.34%	1,402	49.66%	2,823
0000153						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000154						
	Vote Center	****	****	****	****	****
	Vote by Mail	37	48.05%	40	51.95%	77
	Total	38	46.91%	43	53.09%	81
0000155						
	Vote Center	****	****	****	****	****
	Vote by Mail	20	60.61%	13	39.39%	33
	Total	27	64.29%	15	35.71%	42
0000156						
	Vote Center	475	58.07%	343	41.93%	818
	Vote by Mail	2,316	56.13%	1,810	43.87%	4,126
	Total	2,791	56.45%	2,153	43.55%	4,944

Precinct	Unresolved Write-in
County	
Electionwide	
0000131	
Vote Center	0
Vote by Mail	0
Total	0
0000132	
Vote Center	0
Vote by Mail	0
Total	0
0000149	
Vote Center	0
Vote by Mail	0
Total	0
0000153	
Vote Center	0
Vote by Mail	0
Total	0
0000154	
Vote Center	****
Vote by Mail	0
Total	0
0000155	
Vote Center	****
Vote by Mail	0
Total	0
0000156	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes	Precinct	BONDS - YES		BONDS - NO		Total Votes	
0000157	Vote Center	418	3,843	42	0	0000157	Vote Center	195	51.86%	181	48.14%	376
	Vote by Mail	2,677	3,843	262	0		Vote by Mail	1,395	57.76%	1,020	42.24%	2,415
	Total	3,095	3,843	304	0		Total	1,590	56.97%	1,201	43.03%	2,791
0000158	Vote Center	623	5,017	57	0	0000158	Vote Center	292	51.59%	274	48.41%	566
	Vote by Mail	3,244	5,017	304	0		Vote by Mail	1,548	52.65%	1,392	47.35%	2,940
	Total	3,867	5,017	361	0		Total	1,840	52.48%	1,666	47.52%	3,506
0000159	Vote Center	292	2,161	30	0	0000159	Vote Center	151	57.63%	111	42.37%	262
	Vote by Mail	1,378	2,161	131	0		Vote by Mail	666	53.41%	581	46.59%	1,247
	Total	1,670	2,161	161	0		Total	817	54.14%	692	45.86%	1,509
0000160	Vote Center	9	220	****	****	0000160	Vote Center	****	****	****	****	****
	Vote by Mail	189	220	9	0		Vote by Mail	88	48.89%	92	51.11%	180
	Total	198	220	9	0		Total	93	49.21%	96	50.79%	189
0000161	Vote Center	6	26	****	****	0000161	Vote Center	****	****	****	****	****
	Vote by Mail	13	26	2	0		Vote by Mail	6	54.55%	5	45.45%	11
	Total	19	26	2	0		Total	11	64.71%	6	35.29%	17
0000211	Vote Center	127	985	10	0	0000211	Vote Center	53	45.30%	64	54.70%	117
	Vote by Mail	615	985	44	0		Vote by Mail	264	46.23%	307	53.77%	571
	Total	742	985	54	0		Total	317	46.08%	371	53.92%	688
0000212	Vote Center	39	308	1	0	0000212	Vote Center	21	55.26%	17	44.74%	38
	Vote by Mail	187	308	8	0		Vote by Mail	78	43.58%	101	56.42%	179
	Total	226	308	9	0		Total	99	45.62%	118	54.38%	217
0000213	Vote Center	65	514	1	0	0000213	Vote Center	39	60.94%	25	39.06%	64
	Vote by Mail	323	514	11	0		Vote by Mail	150	48.08%	162	51.92%	312
	Total	388	514	12	0		Total	189	50.27%	187	49.73%	376

Precinct	Unresolved Write-In
0000157	
Vote Center	0
Vote by Mail	0
Total	0
0000158	
Vote Center	0
Vote by Mail	0
Total	0
0000159	
Vote Center	0
Vote by Mail	0
Total	0
0000160	
Vote Center	****
Vote by Mail	0
Total	0
0000161	
Vote Center	****
Vote by Mail	0
Total	0
0000211	
Vote Center	0
Vote by Mail	0
Total	0
0000212	
Vote Center	0
Vote by Mail	0
Total	0
0000213	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes
0000215					
	Vote Center	1	8	****	****
	Vote by Mail	6	8	****	****
	Total	7	8	****	****
0000216					
	Vote Center	427	3,042	22	0
	Vote by Mail	1,728	3,042	99	0
	Total	2,155	3,042	121	0
0000217					
	Vote Center	18	78	0	0
	Vote by Mail	43	78	4	0
	Total	61	78	4	0
0000218					
	Vote Center	272	2,202	16	0
	Vote by Mail	1,308	2,202	83	0
	Total	1,580	2,202	99	0
0000219					
	Vote Center	87	588	5	0
	Vote by Mail	342	588	18	0
	Total	429	588	23	0
0000220					
	Vote Center	4	27	****	****
	Vote by Mail	19	27	1	0
	Total	23	27	1	0
0000221					
	Vote Center	316	2,414	21	0
	Vote by Mail	1,562	2,414	72	0
	Total	1,878	2,414	93	0
0000222					
	Vote Center	14	36	0	0
	Vote by Mail	15	36	2	0
	Total	29	36	2	0

Precinct		BONDS - YES		BONDS - NO		Total Votes
0000215						
	Vote Center	****	****	****	****	****
	Vote by Mail	****	****	****	****	****
	Total	****	****	****	****	****
0000216						
	Vote Center	245	60.49%	160	39.51%	405
	Vote by Mail	1,039	63.78%	590	36.22%	1,629
	Total	1,284	63.13%	750	36.87%	2,034
0000217						
	Vote Center	11	61.11%	7	38.89%	18
	Vote by Mail	21	53.85%	18	46.15%	39
	Total	32	56.14%	25	43.86%	57
0000218						
	Vote Center	148	57.81%	108	42.19%	256
	Vote by Mail	784	64.00%	441	36.00%	1,225
	Total	932	62.93%	549	37.07%	1,481
0000219						
	Vote Center	43	52.44%	39	47.56%	82
	Vote by Mail	222	68.52%	102	31.48%	324
	Total	265	65.27%	141	34.73%	406
0000220						
	Vote Center	****	****	****	****	****
	Vote by Mail	15	83.33%	3	16.67%	18
	Total	16	72.73%	6	27.27%	22
0000221						
	Vote Center	175	59.32%	120	40.68%	295
	Vote by Mail	938	62.75%	555	37.25%	1,490
	Total	1,110	62.18%	675	37.82%	1,785
0000222						
	Vote Center	7	50.00%	7	50.00%	14
	Vote by Mail	5	38.46%	8	61.54%	13
	Total	12	44.44%	15	55.56%	27

Precinct	Unresolved Write-In
0000215	
Vote Center	****
Vote by Mail	****
Total	****
0000216	
Vote Center	0
Vote by Mail	0
Total	0
0000217	
Vote Center	0
Vote by Mail	0
Total	0
0000218	
Vote Center	0
Vote by Mail	0
Total	0
0000219	
Vote Center	0
Vote by Mail	0
Total	0
0000220	
Vote Center	****
Vote by Mail	0
Total	0
0000221	
Vote Center	0
Vote by Mail	0
Total	0
0000222	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes
0000223					
	Vote Center	842	6,759	73	0
	Vote by Mail	4,356	6,759	229	0
	Total	5,198	6,759	302	0
0000224					
	Vote Center	1,026	7,675	76	0
	Vote by Mail	4,762	7,675	248	1
	Total	5,788	7,675	324	1
0000225					
	Vote Center	582	5,446	31	0
	Vote by Mail	3,602	5,446	195	0
	Total	4,184	5,446	226	0
0000226					
	Vote Center	755	5,601	45	0
	Vote by Mail	3,417	5,601	194	0
	Total	4,172	5,601	239	0
0000227					
	Vote Center	597	4,522	46	1
	Vote by Mail	3,010	4,522	167	0
	Total	3,607	4,522	213	1
0000228					
	Vote Center	729	5,109	62	0
	Vote by Mail	2,798	5,109	191	0
	Total	3,527	5,109	253	0
0000229					
	Vote Center	537	4,278	56	0
	Vote by Mail	2,325	4,278	184	1
	Total	2,862	4,278	240	1
0000230					
	Vote Center	354	2,693	29	0
	Vote by Mail	1,228	2,693	85	0
	Total	1,582	2,693	114	0

Precinct		BONDS - YES		BONDS - NO		Total Votes
0000223						
	Vote Center	446	58.00%	323	42.00%	769
	Vote by Mail	2,569	62.25%	1,558	37.75%	4,127
	Total	3,015	61.58%	1,881	38.42%	4,896
0000224						
	Vote Center	589	62.00%	361	38.00%	950
	Vote by Mail	2,796	61.95%	1,717	38.05%	4,513
	Total	3,385	61.96%	2,078	38.04%	5,463
0000225						
	Vote Center	290	52.63%	261	47.37%	551
	Vote by Mail	2,052	60.23%	1,355	39.77%	3,407
	Total	2,342	59.17%	1,616	40.83%	3,958
0000226						
	Vote Center	425	59.86%	285	40.14%	710
	Vote by Mail	1,972	61.19%	1,251	38.81%	3,223
	Total	2,397	60.95%	1,536	39.05%	3,933
0000227						
	Vote Center	298	54.18%	252	45.82%	550
	Vote by Mail	1,698	59.73%	1,145	40.27%	2,843
	Total	1,996	58.83%	1,397	41.17%	3,393
0000228						
	Vote Center	376	56.37%	291	43.63%	667
	Vote by Mail	1,621	62.18%	986	37.82%	2,607
	Total	1,997	61.00%	1,277	39.00%	3,274
0000229						
	Vote Center	284	59.04%	197	40.96%	481
	Vote by Mail	1,296	60.56%	844	39.44%	2,140
	Total	1,580	60.28%	1,041	39.72%	2,621
0000230						
	Vote Center	215	66.15%	110	33.85%	325
	Vote by Mail	718	62.82%	425	37.18%	1,143
	Total	933	63.56%	535	36.44%	1,468

Precinct	Unresolved Write-In
0000223	
Vote Center	0
Vote by Mail	0
Total	0
0000224	
Vote Center	0
Vote by Mail	0
Total	0
0000225	
Vote Center	0
Vote by Mail	0
Total	0
0000226	
Vote Center	0
Vote by Mail	0
Total	0
0000227	
Vote Center	0
Vote by Mail	0
Total	0
0000228	
Vote Center	0
Vote by Mail	0
Total	0
0000229	
Vote Center	0
Vote by Mail	0
Total	0
0000230	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes
0000232					
	Vote Center	20	159	1	0
	Vote by Mail	95	159	3	0
	Total	115	159	4	0
0000233					
	Vote Center	528	3,606	53	0
	Vote by Mail	1,757	3,606	121	0
	Total	2,285	3,606	174	0
0000238					
	Vote Center	9	45	****	****
	Vote by Mail	21	45	0	0
	Total	30	45	0	0
0000239					
	Vote Center	665	5,300	46	0
	Vote by Mail	2,714	5,300	171	0
	Total	3,379	5,300	217	0
0000240					
	Vote Center	23	219	2	0
	Vote by Mail	134	219	4	0
	Total	157	219	6	0
0000241					
	Vote Center	17	66	0	0
	Vote by Mail	44	66	3	0
	Total	61	66	3	0
0000242					
	Vote Center	32	148	2	0
	Vote by Mail	82	148	2	0
	Total	114	148	4	0
0000243					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0

Precinct		BONDS - YES		BONDS - NO		Total Votes
0000232						
	Vote Center	7	36.84%	12	63.16%	19
	Vote by Mail	66	71.74%	26	28.26%	92
	Total	73	65.77%	38	34.23%	111
0000233						
	Vote Center	287	60.42%	188	39.58%	475
	Vote by Mail	996	60.88%	640	39.12%	1,636
	Total	1,283	60.78%	828	39.22%	2,111
0000238						
	Vote Center	****	****	****	****	****
	Vote by Mail	12	57.14%	9	42.86%	21
	Total	18	60.00%	12	40.00%	30
0000239						
	Vote Center	381	61.55%	238	38.45%	619
	Vote by Mail	1,485	58.40%	1,058	41.60%	2,543
	Total	1,866	59.01%	1,296	40.99%	3,162
0000240						
	Vote Center	9	42.86%	12	57.14%	21
	Vote by Mail	63	48.46%	67	51.54%	130
	Total	72	47.68%	79	52.32%	151
0000241						
	Vote Center	10	58.82%	7	41.18%	17
	Vote by Mail	28	68.29%	13	31.71%	41
	Total	38	65.52%	20	34.48%	58
0000242						
	Vote Center	18	60.00%	12	40.00%	30
	Vote by Mail	38	47.50%	42	52.50%	80
	Total	56	50.91%	54	49.09%	110
0000243						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0

Precinct	Unresolved Write-In
0000232	
Vote Center	0
Vote by Mail	0
Total	0
0000233	
Vote Center	0
Vote by Mail	0
Total	0
0000238	
Vote Center	****
Vote by Mail	0
Total	0
0000239	
Vote Center	0
Vote by Mail	0
Total	0
0000240	
Vote Center	0
Vote by Mail	0
Total	0
0000241	
Vote Center	0
Vote by Mail	0
Total	0
0000242	
Vote Center	0
Vote by Mail	0
Total	0
0000243	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes
0000244					
	Vote Center	211	1,345	19	0
	Vote by Mail	768	1,345	37	0
	Total	979	1,345	56	0
0000245					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000246					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000247					
	Vote Center	1	9	****	****
	Vote by Mail	6	9	****	****
	Total	7	9	****	****
0000248					
	Vote Center	1	12	****	****
	Vote by Mail	4	12	****	****
	Total	5	12	****	****
0000249					
	Vote Center	1	1	****	****
	Vote by Mail	2	1	****	****
	Total	3	1	****	****
0000250					
	Vote Center	227	1,489	14	0
	Vote by Mail	777	1,489	45	0
	Total	1,004	1,489	59	0
0000251					
	Vote Center	1,079	8,621	80	0
	Vote by Mail	5,812	8,621	301	0
	Total	6,891	8,621	381	0

Precinct		BONDS - YES		BONDS - NO		Total Votes
0000244						
	Vote Center	121	63.02%	71	36.98%	192
	Vote by Mail	475	64.98%	256	35.02%	731
	Total	596	64.57%	327	35.43%	923
0000245						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000246						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000247						
	Vote Center	****	****	****	****	****
	Vote by Mail	****	****	****	****	****
	Total	****	****	****	****	****
0000248						
	Vote Center	****	****	****	****	****
	Vote by Mail	****	****	****	****	****
	Total	****	****	****	****	****
0000249						
	Vote Center	****	****	****	****	****
	Vote by Mail	****	****	****	****	****
	Total	****	****	****	****	****
0000250						
	Vote Center	129	60.56%	84	39.44%	213
	Vote by Mail	454	62.02%	278	37.98%	732
	Total	583	61.69%	362	38.31%	945
0000251						
	Vote Center	540	54.05%	459	45.95%	999
	Vote by Mail	3,325	60.33%	2,186	39.67%	5,511
	Total	3,865	59.37%	2,645	40.63%	6,510

Precinct	Unresolved Write-In
0000244	
Vote Center	0
Vote by Mail	0
Total	0
0000245	
Vote Center	0
Vote by Mail	0
Total	0
0000246	
Vote Center	0
Vote by Mail	0
Total	0
0000247	
Vote Center	****
Vote by Mail	****
Total	****
0000248	
Vote Center	****
Vote by Mail	****
Total	****
0000249	
Vote Center	****
Vote by Mail	****
Total	****
0000250	
Vote Center	0
Vote by Mail	0
Total	0
0000251	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes	Precinct	BONDS - YES		BONDS - NO		Total Votes	
0000252						0000252						
	Vote Center	326	2,358	23	0		Vote Center	194	64.03%	109	35.97%	303
	Vote by Mail	1,525	2,358	81	0		Vote by Mail	886	61.36%	558	38.64%	1,444
	Total	1,851	2,358	104	0		Total	1,080	61.82%	667	38.18%	1,747
0000253						0000253						
	Vote Center	633	4,600	49	1		Vote Center	340	58.32%	243	41.68%	583
	Vote by Mail	2,868	4,600	166	0		Vote by Mail	1,616	59.81%	1,086	40.19%	2,702
	Total	3,501	4,600	215	1		Total	1,956	59.54%	1,329	40.46%	3,285
0000254						0000254						
	Vote Center	60	464	3	0		Vote Center	26	45.61%	31	54.39%	57
	Vote by Mail	315	464	17	0		Vote by Mail	118	39.60%	180	60.40%	298
	Total	375	464	20	0		Total	144	40.56%	211	59.44%	355
0000255						0000255						
	Vote Center	97	594	10	0		Vote Center	63	72.41%	24	27.59%	87
	Vote by Mail	395	594	14	0		Vote by Mail	228	59.84%	153	40.16%	381
	Total	492	594	24	0		Total	291	62.18%	177	37.82%	468
0000256						0000256						
	Vote Center	93	509	15	0		Vote Center	54	69.23%	24	30.77%	78
	Vote by Mail	314	509	26	0		Vote by Mail	169	58.68%	119	41.32%	288
	Total	407	509	41	0		Total	223	60.93%	143	39.07%	366
0000257						0000257						
	Vote Center	0	9	0	0		Vote Center	0		0		0
	Vote by Mail	6	9	****	****		Vote by Mail	****	****	****	****	****
	Total	6	9	****	****		Total	****	****	****	****	****
0000258						0000258						
	Vote Center	816	5,799	62	0		Vote Center	425	56.37%	329	43.63%	754
	Vote by Mail	3,846	5,799	183	0		Vote by Mail	2,168	59.19%	1,495	40.81%	3,663
	Total	4,662	5,799	245	0		Total	2,593	58.71%	1,824	41.29%	4,417
0000259						0000259						
	Vote Center	416	2,996	40	0		Vote Center	214	56.91%	162	43.09%	376
	Vote by Mail	1,893	2,996	133	0		Vote by Mail	1,017	57.78%	743	42.22%	1,760
	Total	2,309	2,996	173	0		Total	1,231	57.63%	905	42.37%	2,136

Precinct	Unresolved Write-In
0000252	
Vote Center	0
Vote by Mail	0
Total	0
0000253	
Vote Center	0
Vote by Mail	0
Total	0
0000254	
Vote Center	0
Vote by Mail	0
Total	0
0000255	
Vote Center	0
Vote by Mail	0
Total	0
0000256	
Vote Center	0
Vote by Mail	0
Total	0
0000257	
Vote Center	0
Vote by Mail	****
Total	****
0000258	
Vote Center	0
Vote by Mail	0
Total	0
0000259	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes
0000260					
	Vote Center	51	427	3	0
	Vote by Mail	216	427	6	0
	Total	267	427	9	0
0000261					
	Vote Center	169	1,399	13	0
	Vote by Mail	750	1,399	46	0
	Total	919	1,399	59	0
0000262					
	Vote Center	0	1	0	0
	Vote by Mail	1	1	****	****
	Total	1	1	****	****
0000263					
	Vote Center	3	5	****	****
	Vote by Mail	2	5	****	****
	Total	5	5	****	****
0000264					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000266					
	Vote Center	1	0	****	****
	Vote by Mail	0	0	0	0
	Total	1	0	****	****
0000267					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000268					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0

Precinct		BONDS - YES		BONDS - NO		Total Votes
0000260						
	Vote Center	28	58.33%	20	41.67%	48
	Vote by Mail	112	53.33%	98	46.67%	210
	Total	140	54.26%	118	45.74%	258
0000261						
	Vote Center	82	52.56%	74	47.44%	156
	Vote by Mail	377	53.55%	327	46.45%	704
	Total	459	53.37%	401	46.63%	860
0000262						
	Vote Center	0		0		0
	Vote by Mail	****	****	****	****	****
	Total	****	****	****	****	****
0000263						
	Vote Center	****	****	****	****	****
	Vote by Mail	****	****	****	****	****
	Total	****	****	****	****	****
0000264						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000266						
	Vote Center	****	****	****	****	****
	Vote by Mail	0		0		0
	Total	****	****	****	****	****
0000267						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000268						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0

Precinct	Unresolved Write-In
0000260	
Vote Center	0
Vote by Mail	0
Total	0
0000261	
Vote Center	0
Vote by Mail	0
Total	0
0000262	
Vote Center	0
Vote by Mail	****
Total	****
0000263	
Vote Center	****
Vote by Mail	****
Total	****
0000264	
Vote Center	0
Vote by Mail	0
Total	0
0000266	
Vote Center	****
Vote by Mail	0
Total	****
0000267	
Vote Center	0
Vote by Mail	0
Total	0
0000268	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Ovenvotes
0000279	Vote Center	114	780	4	0
	Vote by Mail	384	780	50	0
	Total	498	780	54	0
0000280	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000306	Vote Center	434	3,790	43	0
	Vote by Mail	2,633	3,790	136	0
	Total	3,067	3,790	179	0
0000307	Vote Center	258	2,484	19	0
	Vote by Mail	1,654	2,484	129	2
	Total	1,912	2,484	148	2
0000308	Vote Center	729	5,543	57	0
	Vote by Mail	3,462	5,543	223	1
	Total	4,191	5,543	280	1
0000309	Vote Center	468	4,645	46	0
	Vote by Mail	3,189	4,645	216	0
	Total	3,657	4,645	262	0
0000310	Vote Center	491	3,618	46	0
	Vote by Mail	2,118	3,618	145	0
	Total	2,609	3,618	191	0
0000311	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0

Precinct		BONDS - YES		BONDS - NO		Total Votes
0000279	Vote Center	42	38.18%	68	61.82%	110
	Vote by Mail	158	47.31%	176	52.69%	334
	Total	200	45.05%	244	54.95%	444
0000280	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000306	Vote Center	211	53.96%	180	46.04%	391
	Vote by Mail	1,321	52.90%	1,176	47.10%	2,497
	Total	1,532	53.05%	1,356	46.95%	2,888
0000307	Vote Center	126	52.72%	113	47.28%	239
	Vote by Mail	804	52.79%	719	47.21%	1,523
	Total	930	52.78%	832	47.22%	1,762
0000308	Vote Center	348	51.79%	324	48.21%	672
	Vote by Mail	1,809	55.87%	1,429	44.13%	3,238
	Total	2,157	55.17%	1,753	44.83%	3,910
0000309	Vote Center	224	53.08%	198	46.92%	422
	Vote by Mail	1,648	55.43%	1,325	44.57%	2,973
	Total	1,872	55.14%	1,523	44.86%	3,395
0000310	Vote Center	261	58.65%	184	41.35%	445
	Vote by Mail	1,172	59.40%	801	40.60%	1,973
	Total	1,433	59.26%	985	40.74%	2,418
0000311	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0

Precinct	Unresolved Write-In
0000279	
Vote Center	0
Vote by Mail	0
Total	0
0000280	
Vote Center	0
Vote by Mail	0
Total	0
0000306	
Vote Center	0
Vote by Mail	0
Total	0
0000307	
Vote Center	0
Vote by Mail	0
Total	0
0000308	
Vote Center	0
Vote by Mail	0
Total	0
0000309	
Vote Center	0
Vote by Mail	0
Total	0
0000310	
Vote Center	0
Vote by Mail	0
Total	0
0000311	
Vote Center	0
Vote by Mail	0
Total	0

Precinct		Times Cast	Registered Voters	Undervotes	Overvotes
0000312					
	Vote Center	1	6	****	****
	Vote by Mail	5	6	****	****
	Total	6	6	****	****
0000313					
	Vote Center	6	51	****	****
	Vote by Mail	38	51	2	0
	Total	44	51	2	0
0000314					
	Vote Center	90	1,046	7	0
	Vote by Mail	708	1,046	39	0
	Total	798	1,046	46	0
0000354					
	Vote Center	192	1,459	25	0
	Vote by Mail	805	1,459	82	0
	Total	997	1,459	107	0
0000355					
	Vote Center	217	1,495	16	0
	Vote by Mail	511	1,495	47	0
	Total	728	1,495	63	0
0000454					
	Vote Center	0	0	0	0
	Vote by Mail	0	0	0	0
	Total	0	0	0	0
0000455					
	Vote Center	0	92	0	0
	Vote by Mail	84	92	1	0
	Total	84	92	1	0
0000456					
	Vote Center	461	3,514	39	1
	Vote by Mail	2,135	3,514	127	0
	Total	2,596	3,514	166	1

Precinct		BONDS - YES		BONDS - NO		Total Votes
0000312						
	Vote Center	****	****	****	****	****
	Vote by Mail	****	****	****	****	****
	Total	****	****	****	****	****
0000313						
	Vote Center	****	****	****	****	****
	Vote by Mail	19	52.78%	17	47.22%	36
	Total	20	47.62%	22	52.38%	42
0000314						
	Vote Center	46	55.42%	37	44.58%	83
	Vote by Mail	355	53.06%	314	46.94%	669
	Total	401	53.32%	351	46.68%	752
0000354						
	Vote Center	100	59.88%	67	40.12%	167
	Vote by Mail	406	56.15%	317	43.85%	723
	Total	506	56.85%	384	43.15%	890
0000355						
	Vote Center	149	74.13%	52	25.87%	201
	Vote by Mail	310	66.81%	154	33.19%	464
	Total	459	69.02%	206	30.98%	665
0000454						
	Vote Center	0		0		0
	Vote by Mail	0		0		0
	Total	0		0		0
0000455						
	Vote Center	0		0		0
	Vote by Mail	39	46.99%	44	53.01%	83
	Total	39	46.99%	44	53.01%	83
0000456						
	Vote Center	249	59.14%	172	40.86%	421
	Vote by Mail	1,089	54.23%	919	45.77%	2,008
	Total	1,338	55.08%	1,091	44.92%	2,429

Precinct	Unresolved Write-In
0000312	
Vote Center	****
Vote by Mail	****
Total	****
0000313	
Vote Center	****
Vote by Mail	0
Total	0
0000314	
Vote Center	0
Vote by Mail	0
Total	0
0000354	
Vote Center	0
Vote by Mail	0
Total	0
0000355	
Vote Center	0
Vote by Mail	0
Total	0
0000454	
Vote Center	0
Vote by Mail	0
Total	0
0000455	
Vote Center	0
Vote by Mail	0
Total	0
0000456	
Vote Center	0
Vote by Mail	0
Total	0

Precinct	Times Cast	Registered Voters	Undervotes	Overvotes
0000457				
Vote Center	185	1,926	16	0
Vote by Mail	1,476	1,926	100	1
Total	1,661	1,926	116	1
Electionwide - Total	111,533	148,876	7,417	11
County - Total	111,533	148,876	7,417	11

Precinct	BONDS - YES		BONDS - NO		Total Votes
0000457					
Vote Center	71	42.01%	98	57.99%	169
Vote by Mail	595	43.27%	780	56.73%	1,375
Total	666	43.13%	878	56.87%	1,544
Electionwide - Total	60,003	57.64%	44,102	42.36%	104,105
County - Total	60,003	57.64%	44,102	42.36%	104,105

Precinct	Unresolved Write-In
0000457	
Vote Center	0
Vote by Mail	0
Total	0
Electionwide - Total	0
County - Total	0

CUSD Board Agenda Item

Agenda Item: 07

Title: Resolution No. 4028 - Approving Conveyance of Easement to the City of Clovis, APN 550-020-47T

CONTACT: Michael Johnston

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Adopt Resolution No. 4028 approving the conveyance of an easement to the City of Clovis (City) for pedestrian access regarding APN 550-020-47T. (TWO-THIRDS VOTE REQUIRED)

DISCUSSION:

Clovis Unified School District ("District") owns the real property located southeast of the intersection of North Fowler and East Herndon avenues in the city of Clovis, and bearing Fresno County Assessor's Parcel Number 550-020-47T ("Property"). The District has undertaken a public works project to design and construct new District Campus Buildings ("Project") on the Property.

The purpose of the proposed easement is to grant the City pedestrian access to the Property. The conveyance of the easement to the City is authorized by the California Education Code. Pursuant to Education Code section 17556, a school district governing board may dedicate or convey to any public corporation or private corporation engaged in the public utility business an easement to lay, construct, reconstruct, maintain, and operate water, sewer, gas, or storm drain pipes or ditches, electric or telephone lines, and access roads used in connection therewith, over and upon any land belonging to the school district, upon such terms and conditions as agreed to by the parties. Education Code section 17577 requires the governing board, by not less than a two-thirds vote of all of its board members, to adopt a resolution declaring its intention to dedicate or convey the easement and set a public hearing not less than 10 days thereafter on the question of making the conveyance.

The dedication and conveyance of an easement pursuant to Education Code section 17556 et seq. is a two-step process. At this January 15, 2025, Board meeting, the Board will take action on the first step by adopting proposed Resolution No. 4027, declaring its intention to convey the easement to the City and set a public hearing to be held at the Board meeting on February 5, 2025, no earlier than 6:45 p.m., at 1680 David E. Cook Way, Clovis, California.

The Board actions for the second step are anticipated to occur at the Board meeting on February 5, 2025. At that meeting, the Board will: (1) hold the public hearing on the question of making the conveyance of the easement to the City; and (2) consider and adopt the proposed Resolution No. 4028 to approve the conveyance of the easement to the City. Proposed Resolution No. 4028 is attached.

FISCAL IMPACT:

No fiscal impact.

REVISIONS:

ATTACHMENTS:

Description	Upload Date
ResolutionNo.4028.pdf	01-09-2025

**RESOLUTION NO. 4028
BEFORE THE GOVERNING BOARD
OF THE CLOVIS UNIFIED SCHOOL DISTRICT
FRESNO COUNTY, CALIFORNIA**

**APPROVING CONVEYANCE OF EASEMENT
AND AUTHORIZING EXECUTION OF AGREEMENT
AND ACTIONS RELATED THERETO**

GRANTEE: CITY OF CLOVIS (CITY)

PROPERTY: APN 550-020-47T (FOWLER & HERNDON AVENUES)

WHEREAS, Clovis Unified School District (“District”) owns the real property located southeast of the intersection of North Fowler and East Herndon avenues in the City of Clovis, and bearing Fresno County Assessor’s Parcel Number 550-020-47T (“Property”); and

WHEREAS, the District has undertaken a public works project to design and construct new administrative offices (“Project”) on the Property; and

WHEREAS, the District desires to grant the City of Clovis (City) a perpetual and exclusive easement and right-of-way for pedestrian access across a portion of the Property, as depicted in Exhibit A (“Easement Area”); and

WHEREAS, the conveyance of the Easement to Grantee is authorized by the California Education Code. Pursuant to Education Code section 17556, a school district governing board may dedicate or convey to any public corporation or private corporation engaged in the public utility business an easement to lay, construct, reconstruct, maintain, and operate water, sewer, gas, or storm drain pipes or ditches, electric or telephone lines, and access roads used in connection therewith, over and upon any land belonging to the school district, upon such terms and conditions as agreed to by the parties; and

WHEREAS, the dedication and conveyance of an easement pursuant to Education Code section 17556 et seq. is a two-step process. The first step is for the Board to adopt a resolution at a meeting of the Board declaring its intention to convey the easement and set a public hearing to be held not less than 10 days thereafter. (Education Code § 17557) The second step is for the Board

to: (1) hold the public hearing on the question of making the dedication or conveyance of the easement; and (2) adopt a resolution to authorize and direct the execution of a deed of dedication or conveyance of the easement and to deliver it. (Education Code § 17559) The resolution must be adopted by at least a two-thirds vote of all of the Board Members (Education Code § 17557, 17559); and

WHEREAS, the Board completed the first step of the process by adopting, at its Board meeting on January 15, 2025, Resolution No. 4027 declaring its intention to convey the Easement to Grantee and setting a public hearing to be held at the Board meeting on February 5, 2025, no earlier than 6:45 p.m. at 1680 David E. Cook Way in Clovis, California; and

WHEREAS, at the Board meeting on February 5, 2025, the Board will take action to complete the second step in the process by adopting this Resolution and approving and authorizing the actions set forth below; and

WHEREAS, no protest has been filed under Education Code section 17560.

THEREFORE, BE IT RESOLVED that the District’s Governing Board hereby:

1. Declares and adopts the foregoing recitals as true and correct.
2. Pursuant to Education Code section 17556 et seq., approves the conveyance of the Easement on, across, and upon the Easement Area to Grantee as set forth in the agreement between Grantee and District (“Easement Agreement”).
3. Authorizes and directs the Superintendent or designee to: (1) execute and deliver to Grantee the Easement Agreement and other documents as may be necessary to convey the Easement to Grantee, with such modifications thereto as the Superintendent or designee determines appropriate and agreed upon with Grantee; and (2) take such actions and execute such other documents as may be necessary to carry out and complete the Easement Agreement and the transaction contemplated by this Resolution.
4. This Resolution shall take effect immediately upon its adoption.

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 5th day of February, 2025 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Yolanda Moore, President
Governing Board
Clovis Unified School District
Fresno County, California

I, Hugh Awtrey, 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.

Hugh Awtrey, Clerk
Governing Board
Clovis Unified School District
Fresno County, California

Doc# 90359, 12/2024

[ATTACH EXHIBIT A]

EXHIBIT "A"
LEGAL DESCRIPTION

That portion of land as described per Grant Deed, recorded August 29, 2008, as Document No. 2008-0123997, Official Record Fresno County, lying within the Northwest quarter of Section 3, Township 13 South, Range 21 East, Mount Diablo Base and Meridian, according to the Official Plat thereof, in the City of Clovis, County of Fresno, State of California, described as follows:

PARCEL 1

COMMENCING at the Northwest corner of said Section 3;

thence South 89°28'25" East, along the North line of said Section 3, a distance of 346.45 to a point of intersection with Northerly Prolongation of the West line of said Grant Deed;

thence South 0°08'00" East, along said Northerly Prolongation line, a distance of 42.00 feet to a point of intersection thereof with a line which is parallel with and 42.00 South of said North line of Section 3 and the **POINT OF BEGINNING**.

thence South 89°28'25" East, along said parallel line and the South line of Herndon Ave., per Document No. 1984-5997, recorded January 20, 1984, Official Record Fresno County, a distance of 374.37 feet to a point of intersection thereof with the West line of that Right-of-Way Dedication, recorded June 28, 2007 per Document No. 2007-125478 Official Record Fresno County;

thence South 0°17'50" West, along last said West line, a distance of 4.57 feet to a point of intersection thereof with a line which is parallel with and 4.57 feet South of said South line of said Document No. 1984-5997;

thence North 89°28'28" West, along last said parallel line, a distance of 292.06 feet;

thence South 57°35'52" West, a distance of 5.98 feet;

thence North 89°27'24" West a distance of 38.01 feet;

thence North 56°17'22" West, a distance of 5.94 feet;

thence North 89°29'04" West, a distance of 34.30 feet to a point of intersection with the West line of said Grant Deed;

thence North 0°08'00" East, along last said West line, a distance of 4.56 feet to **the POINT OF BEGINNING**.

PARCEL 2

COMMENCING at the Northwest corner of said Section 3;

thence South 89°28'25" East, along the North line of said Section 3, a distance of 733.15;

thence South 0°31'35" East, a distance of 47.00 feet to a point of intersection thereof with a line which is parallel with and 47.00 feet South of the North line of said Section 3 and the **POINT OF BEGINNING**.

thence South 89°28'25" East, along said parallel line and the South line of Herndon Right-of-Way per Document No. 2007-125478 Official Record Fresno County, a distance of 62.99 feet to a point of intersection with the East line of said Grant Deed;

thence South 0°17'50" West, along said East line, a distance of 4.42 feet;

thence North 80°04'50" West, a distance of 17.11 feet to a point of intersection thereof with a line which is parallel with and 1.63 feet South of last said South line;

thence North 89°18'24" West, along last said parallel line, a distance of 36.32 feet to the beginning of a tangent curve, concave Northerly;

thence Northwesterly; along the arc of said tangent curve, with a radius of 20 feet, through a central angle of 12°07'46", an arc distance of 4.23 feet to a point of intersection with a tangent line;

thence North 77°32'29" West, along said tangent line, a distance of 5.72 to **THE POINT OF BEGINNING**.

Containing an area of 1,970 square feet or 0.05 acres, more or less.

The above described easement is graphically depicted on the attached Exhibit "B" and made a part of this description by reference thereto.

END DESCRIPTION

This legal description was prepared by me, or under my direction, in accordance with the Professional Land Surveyors' Act.

Randell Scott West, PLS 8663
Blair, Church & Flynn Consulting Engineers

November 6, 2024
Date



CUSD Board Agenda Item

Agenda Item: 0 8

Title: Award of Bid - Equipment

CONTACT: Michael Johnston

FOR INFORMATION: January 15, 2025

FOR ACTION:

RECOMMENDATION:

A recommendation for Bid No. 3007 - REBID 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
3007	REBID District Fleet Vehicle Replacement	01/08/2025	01/22/2025 1:00 PM	General Fund

FISCAL IMPACT:

As noted above.

REVISIONS:

ATTACHMENTS:

Description

Upload Date

CUSD Board Agenda Item

Agenda Item: 09

Title: Public Notice of the District's Initial Negotiations Proposal for Successor Negotiations with ACE Psychologists and Mental Health Support Providers

CONTACT: Barry Jager

FOR INFORMATION: January 15, 2025

FOR ACTION: February 5, 2025

RECOMMENDATION:

Provide public notice (sunshine) of and schedule a public hearing for the District's proposal for successor negotiations with ACE Psychologists and Mental Health Support Providers (MHSP).

DISCUSSION:

Consistent with applicable provisions of the Educational Employment Relations Act (Government Code section 3540 et seq.), including Government Code section 3547, the District proposes to engage in fiscally responsible legally sound negotiations with ACE Psychologists and MHSP on a successor agreement. Although the entire bargaining agreement is open, the District anticipates maintaining some provisions and making changes as appropriate. The table of contents of all articles of the proposal are attached.

FISCAL IMPACT:

None

REVISIONS:

ATTACHMENTS:

Description

[TOCforInfoltem.pdf](#)

Upload Date

01-10-2025

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Article 1:	Agreement and Recognition
Article 2:	Negotiation Procedures
Article 3:	Association Rights
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Article 6:	Job Duties and Working Conditions
Article 7:	Hours of Employment
Article 8:	Assignment Changes
Article 9:	Wages
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Article 14:	Collective Bargaining Agreement Enforcement Procedure (Grievance Procedure)
Article 15:	Personnel Files
Article 16:	Professional Development
Article 17:	Dues Deductions
Article 18:	Savings Clause
Article 19:	Term of Agreement (or "Effect of Agreement)