



**CLOVIS UNIFIED SCHOOL DISTRICT**  
1450 Herndon Avenue • Clovis, California 93611-0599

## **GOVERNING BOARD MEETING**

**January 15, 2020**

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

**3:00 P.M. - BOARD POLICY STUDY SESSION, 3000 SERIES**

**5:30 P.M. – CLOSED SESSION**

**6:30 P.M. – PUBLIC SESSION**

### **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.

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

#### **A. WORKSHOP**

1. Board Study Session: Board Policies No. 3510, 3511, 3512, 3513.3, 3513.4, 3514, 3515, 3515.2, 3515.3, 3515.5, 3515.7, 3515.9, 3515.21, 3516, 3516.5, 3517 (3000s Business and Noninstructional Operations)

#### **INVOCATION**

#### **B. CALL TO ORDER**

#### **C. ROLL CALL**

#### **D. CLOSED SESSION**

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
2. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 6401, 6402, 6403, 6404, 6405 AND 6407 (Gov't. Code §54957)
3. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)
4. APPOINTMENT/EMPLOYMENT OF ASSOCIATE SUPERINTENDENT, SCHOOL

**E. RECONVENE FOR PUBLIC SESSION**

**F. PLEDGE OF ALLEGIANCE**

**G. SUPERINTENDENT'S REPORT**

**H. RECOGNITION OF VISITORS**

**I. APPROVAL OF MINUTES**

1. December 18, 2019, Regular Governing Board Meeting Minutes

Approve the minutes of the December 18, 2019, regular Governing Board meeting, as submitted.

*(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)*

**J. ADOPTION OF AGENDA**

**K. STUDENT BOARD MEMBER REPORT**

1. Student Board Member Report

**L. SPECIAL PRESENTATIONS**

1. Recognition of Clovis Unified Representatives in the 2019 Fresno County Superintendent of Schools' Educator of the Year Awards Program

Clovis Unified's nominees in the 2019 Fresno County Superintendent of Schools' Educator of the Year program, Suzi Erickson, Marcos Martinez and Michael Sandoval, will be in attendance at the January 15, 2020, Governing Board meeting to be recognized for their excellence and class in representing Clovis Unified School District in the county-wide awards program.

2. Recognition of 2019 Golden Bell Award-Winning Team

Clovis Unified's Transition's Coordinators will be honored as recipients of the California School Boards Association's 2019 Golden Bell Award in the Closing the Gap through LCAP Implementation category. The Transition Coordinators who will be in attendance at the January 15, 2020, meeting are:

Ryan Gutierrez-Buchanan High School  
Chrissy Prandini Wilken-Clovis High School  
Kevin Miller-Clovis North Educational Center  
Danny Munster & Oracio Moreno-Clovis West High School  
Greg Connor-Gateway High School  
Thea Tan-Reagan Educational Center

3. Presentation of Golden Quill Award

*Education Matters* reporter Juanita Stevenson will be presented with the California School Boards Association's Golden Quill Award for her outstanding journalistic coverage of Clovis Unified School District and education in the Central Valley.

4. Recognition of Liberty Elementary School and Principal George Petersen

Liberty Elementary School will be recognized by members of the Governing Board for earning a 2019 National Blue Ribbon School designation and Liberty Principal George Petersen will be honored for earning the Terrell H. Bell Award.

**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. Presentations are limited to three minutes per individual. 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. CLOSED SESSION MOTIONS**

**O. CONSENT**

1. Conference Requests  
Approve the Conference Requests, as submitted.
2. Fundraiser Requests  
Approve the Fundraiser Requests, as submitted.
3. Student Trip Requests  
Approve the Student Trip Requests, as submitted.
4. Voluntary Community Recreation Programs  
Approve the Voluntary Community Recreation Programs, as submitted.
5. Donation of Automobile to Clovis West High School  
Louis Brosi would like to donate a 2008 Ford 250 diesel 4x4 King Ranch Edition to Clovis West High School's Automotive Program.
6. Financing for Campus Catering Facility  
Approve an updated draft of the "Preliminary Official Statement" (POS).
7. Ratification of Purchase Orders, District Contracts and Check Register  
Ratify Purchase Orders, District Contracts, and Warrants numbered 605016 through 606392.
8. Notices of Completion  
Adopt the Notices of Completion, as submitted.
9. Change Orders  
Approve the Change Orders, as submitted.

**P. ACTION**

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

1. Secondary New Course of Study Proposals 2020-21  
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 2020-21 school year, as submitted.
2. Annual Single Plan for Student Achievement (SPSA) 2019-20  
Authorize the Superintendent or designee to approve the annual Single Plan for Student Achievement and the categorical budget for each school for the 2019-20 school year, and authorize each school to implement its categorical programs.
3. Annual Title VI Indian Education Grant Application 2020-21  
Authorize the Superintendent or designee to submit Part I of the Title VI Indian Education Grant Application for the 2020-21 school year.
4. Education Pathway Service Agreement with California State University, Fresno  
Authorize the Superintendent or designee to accept and execute a service agreement with Fresno State's Kremen School of Education to continue operating the Saturday Academy and CTE summer internship program for Clovis Unified students in the 2019-20 school year, as submitted.
5. Annual Authorization of Signatures – Check and Payroll Registers  
Authorize the Superintendent, Associate Superintendent of Administrative Services, Assistant Superintendent of Business Services, and Director of Budget and Finance to continue approving and signing check registers and payroll registers, and authorize the Assistant

Superintendent of Business Services to receive all District financial mail. Due to the recent change of Board members, the Authorized Signature Permit is being resubmitted for signature.

**6. Agreement with Eide Bailly for Audit Services**

Authorize the Superintendent or designee to enter into a five-year contract with Eide Bailly LLP for audit services.

**7. Award of Bid Supplies, Construction, and Construction Management Agreements**

Award Bid No. 2793 CNHS – Software & System Development CTE Building, Bid No. 2800, Pinedale Elementary Modernization and Bid No. 2801, CWHS Diesel Mechanics CTE Building to various multi-prime contractors and authorize the Superintendent or designee to enter into construction management, multi-prime agreements to oversee multiple-prime contractors and deliver the project. Award Bid No. 2797 CHS – Building & Construction Trade CTE Building to David A Bush Inc. in the amount of \$1,002,000 and Bid No. 2802 – Plumbing & Grounds Supplies to multiple vendors for future purchases as needed by the District at bid prices as submitted.

**8. Administrator Contract - Associate Superintendent, School Leadership**

Ratify the employment contract for the Associate Superintendent, School Leadership, as submitted.

**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 Deferred Maintenance Program for 2020-21**

Approve the 2020-21 Annual Deferred Maintenance Program and authorize the Superintendent or designee to call for bids for projects, as submitted.

**2. Williams Settlement Complaint Summary Report - Second Quarter 2019-20 School Year**

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

**3. Placement of Special Education Students in a Residential Treatment Facility, Non-Public School and Non-Public Agency**

Authorize Clovis Unified to enter into an agreement with Heritage Residential Treatment Facility, a residential treatment facility in Provo City, Utah; enter into an agreement with Central Valley Training Center, a non-public agency in Fresno, California; and enter into an agreement with Creative Alternatives, a non-public school in Fresno, California.

**4. Authorization and Ratification to Purchase Via Piggyback from Arvin Unified School District**

Authorize the purchase of furniture and equipment from the Arvin Unified School District Invitation for Bid 2018-19-001 School Furnishings, Office Furnishings and Accessories and recognize it is in the best interest of the District to make the purchase without advertising for bids, pursuant to Public Contract Code Section 20118.

**5. Authorization and Ratification to Purchase Via Piggyback From Various Contracts**

Approve the purchase of supplies and equipment utilizing various cooperative purchasing contracts, and recognize that it is in the District's best interest to make the purchases without advertising for bids pursuant to Public Contract Code Section 20118.

**6. Grant or Deny Charter Petition of Clovis Global Academy**

Grant or deny charter petition of Clovis Global Academy.

**R. BOARD MEMBER REPORTS**

**S. ADJOURNMENT**



Board Agenda Item

Friday, December 20, 2019

**Agenda Item: I. - 1.**

**Title:** December 18, 2019, Regular Governing Board Meeting Minutes

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**CONTACT PERSON:** Karen Randall

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Approve the minutes of the December 18, 2019, regular Governing Board meeting, as submitted.

**DISCUSSION:**

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Minutes December 18, 2019 Regular Governing Board Meeting	1/10/2020	Backup Material

**REVISIONS:**



**CLOVIS UNIFIED SCHOOL DISTRICT**  
1450 Herndon Avenue • Clovis, California 93611-0599

## **GOVERNING BOARD MEETING**

### **MINUTES**

**December 18, 2019**

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

**4:00 P.M. – BUDGET BOARD WORKSHOP**

**5:15 P.M. – PUBLIC SESSION**

**6:00 P.M. – CLOSED SESSION**

### **Regular Meeting AGENDA**

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#### **A. WORKSHOP**

##### **1. Budget Board Workshop**

Superintendent Eimear O'Farrell called the Board Budget Workshop to order at 4:00 p.m. Board members present at the workshop were:

- Chris Casado Vice-President
- Steven G. Fogg, M.D., Clerk, arrived at 4:55 p.m.
- Hugh Awtry, Member
- Susan K. Hatmaker, Member, arrived at 4:15 p.m.
- Ginny L. Hovsepian, Member
- Elizabeth "Betsy" Sandoval, Member
- Tiffany Stoker Madsen, Member, arrived at 4:08 p.m.

During the workshop, members of the Governing Board reviewed and discussed recommended changes, additions and deletions. The workshop adjourned at 5:07 p.m.

## **INVOCATION**

Board Member Steven Fogg led the invocation.

## **B. CALL TO ORDER**

Superintendent O'Farrell called the regular Governing Board meeting to order at 5:22 p.m.

## **C. ROLL CALL**

### Board Members Present:

Christopher Casado, Vice-President  
Steven G. Fogg, M.D., Clerk  
Hugh Awtrey, Member  
Susan K. Hatmaker, Member  
Ginny L. Hovsepian, Member  
Elizabeth "Betsy" Sandoval, Member  
Tiffany Stoker Madsen, Member

### District Administrators Present:

Eimear O'Farrell, Ed.D., Superintendent  
Don Ulrich, Ed.D., Deputy Superintendent  
Maiya Yang, General Legal Counsel  
Norm Anderson, Associate Superintendent  
Barry Jager, Associate Superintendent  
Michael Johnston, Associate Superintendent  
Karen Randall, Administrative Specialist

Superintendent O'Farrell asked if anyone present wished to address the Board relative to items that would be considered in Closed Session.

## **D. PLEDGE OF ALLEGIANCE**

Superintendent O'Farrell lead the Board members and meeting attendees in the Pledge of Allegiance.

## **E. RECOGNITION OF VISITORS**

Superintendent O'Farrell welcomed the visitors present and explained the procedures for addressing the Board.

## **F. APPROVAL OF MINUTES**

### **1. December 11, 2019, Regular Governing Board Meeting Minutes**

Approved the minutes of the December 11, 2019, regular Governing Board meeting, as submitted.

Motion: Approve, Moved By Board Member Chris Casado, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

*(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)*

## **G. ADOPTION OF AGENDA**

Adopted the amended December 18, 2019, Governing Board meeting agenda, to reflect Administrator Contract - Deputy Superintendent, moved to Agenda Item N-1, Action 2.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Betsy Sandoval. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

## **H. SPECIAL PRESENTATIONS**

### **1. 2019-20 Mid-Year Graduates**

Area Superintendent Robyn Castillo, and Buchanan High School Principal Joe Aiello, recognized Buchanan High School senior Kristina Ekezyan as a 2019-20 mid-year graduate and presented her with her diploma. Kristina's family members were in attendance and were recognized and invited to take photos with Kristina, the Governing Board and Superintendent O'Farrell.

## **I. ORGANIZATION OF BOARD**

### **1. Annual Election of Governing Board Officers for 2019-20**

Elected a Clovis Unified School District Governing Board President, Vice-President and Clerk for the term beginning December 18, 2019, until the December 16, 2020, Board meeting, as follows:

Elected Chris Casado as Governing Board President.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Betsy Sandoval. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

Elected Tiffany Stoker Madsen as Board Vice-President.

Motion: Approve, Moved By Board Member Susan Hatmaker, Seconded by Board Member Hugh Awtrey. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

Elected Susan Hatmaker as Board Clerk.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

### **2. Annual Appointment of Governing Board Representative – CSBA Delegate Assembly, Subregion 10-B**

Appointed Governing Board member, Betsy Sandoval, to the CSBA Delegate Assembly, Subregion 10-B, for the term April 1, 2020, through March 31, 2021.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

### **3. Annual Appointment of Governing Board Representative – Fresno County Committee on School District Organization**

Re-appointed Board Member Sandoval as the voting representative to participate in the election of members to the Fresno County Committee on School District Organization in fall 2020.

Motion: Approve, Moved By Board Member Hugh Awtrey, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker,



Hovsepian, Sandoval, Stoker Madsen

**4. Annual Appointment of Governing Board Representatives to Board Subcommittees**

Appointed Board members to serve on the Board's subcommittees as follows:

- Clovis City Council/CUSD Governing Board Joint Subcommittee: Hugh Awtrey, Betsy Sandoval; and
- Fresno City Council/CUSD Governing Board Joint Subcommittee: Steven Fogg, Ginny Hovsepian, Tiffany Stoker Madsen.

Motion: Approve, Moved By Board Member Hugh Awtrey, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

**5. Annual Appointment of Governing Board Representative to the CART Board of Directors**

Re-appointed Board Member Sandoval to continue to serve on the Center for Advanced Research and Technology Board of Directors.

Motion: Approve, Moved By Board Member Hugh Awtrey, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

**6. Appointment of Private Sector Representative to the CART Board of Directors**

Re-appointed Todd Cook to serve as Clovis Unified's private sector representative to the Center for Advanced Research and Technology Board of Directors.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

**J. ACTION**

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**1. School Year Calendars for 2020-21 and 2021-22**

Approved the recommended school calendars for the school years 2020-21 and 2021-22, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Hugh Awtrey. Passed. 6-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hovsepian, Sandoval, Stoker Madsen Board Members voting Absent: Hatmaker

**2. New Job Description – Accounting Specialist**

Approved the new job description for Accounting Specialist, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Steven Fogg. Passed. 6-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hovsepian, Sandoval, Stoker Madsen Board Members voting Absent: Hatmaker

**K. CLOSED SESSION**

**1. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)**

**2. APPOINTMENT/EMPLOYMENT OF DEPUTY SUPERINTENDENT (Gov't Code §54957)**

**L. RECONVENE FOR PUBLIC SESSION**

President Casado reconvened the public meeting at 7:16 p.m.

**M. CLOSED SESSION MOTIONS**

Adopted the Hearing Panel's findings and recommendations for student #20-10.

Motion: Approve, Moved By Board Member Tiffany Stoker Madsen, Seconded by Board Member Ginny Hovsepian. Passed. 6-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hovsepian, Sandoval, Stoker Madsen Board Members voting Absent: Hatmaker

Approved the appointment of current Associate Superintendent of School Leadership Norm Anderson to the open position of Deputy Superintendent, effective July 1, 2020.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Betsy Sandoval. Passed. 6-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hovsepian, Sandoval, Stoker Madsen Board Members voting Absent: Hatmaker

**N. ACTION 2**

**1. Administrator Contract – Deputy Superintendent**

Ratified the employment contract for the Deputy Superintendent, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Hugh Awtrey. Passed. 6-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hovsepian, Sandoval, Stoker Madsen Board Members voting Absent: Hatmaker

**O. ADJOURNMENT**

With no further business before the Governing Board, the meeting was adjourned at 7:18 p.m.

RESPECTFULLY SUBMITTED:

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Clerk

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Secretary

**Title:** Recognition of Clovis Unified Representatives in the 2019  
Fresno County Superintendent of Schools' Educator of the Year  
Awards Program

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**CONTACT PERSON:** Eimear O'Farrell

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Clovis Unified's nominees in the 2019 Fresno County Superintendent of Schools' Educator of the Year program, Suzi Erickson, Marcos Martinez and Michael Sandoval, will be in attendance at the January 15, 2020, Governing Board meeting to be recognized for their excellence and class in representing Clovis Unified School District in the county-wide awards program.

**DISCUSSION:**

The Fresno County Superintendent of Schools (FCSS) annually honors the top educators in the Central Valley through its Educator of the Year program. Each school district in the County nominates a distinguished classified, certificated and administrative employee to represent their district in the program.

Clovis Unified's nominees for the 2019 Educator of the Year Awards were:

- School Employee of the Year – Michael Sandoval, Plant Supervisor, Dry Creek Elementary
- Teacher of the Year – Marcos Martinez, English Teacher Buchanan High School
- Administrator of the Year – Suzi Erickson, Deputy Principal, Reagan Educational Center

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**REVISIONS:**



Board Agenda Item

Tuesday, November 19, 2019

**Agenda Item: L. - 2.**

**Title:** Recognition of 2019 Golden Bell Award-Winning Team

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**CONTACT PERSON:** Eimear O'Farrell

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Clovis Unified's Transition's Coordinators will be honored as recipients of the California School Boards Association's 2019 Golden Bell Award in the Closing the Gap through LCAP Implementation category. The Transition Coordinators who will be in attendance at the January 15, 2020, meeting are:

Ryan Gutierrez-Buchanan High School  
Chrissy Prandini Wilken-Clovis High School  
Kevin Miller-Clovis North Educational Center  
Danny Munster & Oracio Moreno-Clovis West High School  
Greg Connor-Gateway High School  
Thea Tan-Reagan Educational Center

**DISCUSSION:**

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**



Board Agenda Item

Tuesday, November 19, 2019

Agenda Item: L. - 3.

Title: Presentation of Golden Quill Award

**CONTACT PERSON:** Kelly Avants

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

*Education Matters* reporter Juanita Stevenson will be presented with the California School Boards Association's Golden Quill Award for her outstanding journalistic coverage of Clovis Unified School District and education in the Central Valley.

**DISCUSSION:**

The California School Boards Association (CSBA) developed the Golden Quill Award to highlight the essential role that journalists play in increasing the understanding of the objectives, operations, accomplishments, challenges and opportunities related to public schools. Chief Communication Officer Kelly Avants, APR, nominated *Education Matters* reporter Juanita Stevenson for the prestigious award for her comprehensive, insightful and accurate coverage of education in the Central Valley. CSBA selected Ms. Stevenson as one of only 25 recipients from across the State for its 2019 Golden Quill Award.

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**

**Title:** Recognition of Liberty Elementary School and Principal George Petersen

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**CONTACT PERSON:** Marc Hammack

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Liberty Elementary School will be recognized by members of the Governing Board for earning a 2019 National Blue Ribbon School designation and Liberty Principal George Petersen will be honored for earning the Terrell H. Bell Award.

**DISCUSSION:**

In September, Liberty Elementary School received the prestigious declaration of being named a 2019 National Blue Ribbon School. Liberty was the only school in Fresno County and only one of 33 private, charter and public schools in the State of California to receive this significant honor.

Additionally, this school year, Liberty Principal George Petersen was honored with the Terrell H. Bell Award for outstanding leadership. The national award is named for Terrell H. Bell who was the second Secretary of Education of the United States and the author of "A Nation at Risk." Annually, only 10 administrators in the entire country are honored with the Terrell H. Bell Award. Mr. Petersen was honored for his innovative leadership, collaborative style, entrepreneurial spirit and research-driven decisions, all for the benefit of Liberty's students, families, staff and community. He is viewed as the heart and soul of the school and is a tremendous colleague and mentor to all in the Clovis West Area.

On December 11, the entire Liberty community, along with dignitaries from around the State, Board members and District administration, celebrated Liberty's National Blue Ribbon designation and Mr. Petersen's Bell Award.

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**

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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Approve the Conference Requests, as submitted.

**DISCUSSION:**

A list of Conference Requests submitted for Board approval is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Conference Requests	1/8/2020	Backup Material

**REVISIONS:**

**Conference Requests**  
**January 15, 2020**

<b>Departure</b>	<b>Return</b>	<b>Attendee</b>	<b>Site/Dept</b>	<b>Account</b>	<b>Conference</b>	<b>Conference Location</b>	<b>Purpose for Attending</b>
1/8/2020 <i>*Ratified</i>	1/10/2020	Anne Castillo	Special Education	Special Education	Student Assessment at Residential Treatment Center	Provo, UT	To assess students for special education placement
1/8/2020 <i>*Ratified</i>	1/10/2020	Kris Lachs	Special Education	Special Education	Student Assessment at Residential Treatment Center	Provo, UT	To assess students for special education placement
1/16/2020	1/19/2020	Eloy Quintana	Clovis High	Foundation	Boulder Running Clinic	Boulder, CO	To advance coaching knowledge and skills, collaborate with national coaches on teaching confidence, endurance and nutrition
1/26/2020	1/29/2020	Sharon Uyeno	C&I	Supt Support Services	School Climate Transformation Grant Directors Meeting	Washington, D.C.	Obtain information and technical assistance for planning grant projects
1/26/2020	1/29/2020	Tammy Kent	C&I	Supt Support Services	School Climate Transformation Grant Directors Meeting	Washington, D.C.	Obtain information and technical assistance for planning grant projects
1/29/2020	2/1/2020	Bryan Chesi	Clovis West	Foundation	Illinois Music Education Conference	Peoria, IL	Learn and improve upon instructional practices
2/2/2020	2/5/2020	Steve France	Educational Services	Ed Services Discretionary	National Conference on Digital Convergence	Phoenix, AZ	Exploring the integration of instructional and curricular innovation with modern technology tools at the district level to modernize learning experiences at scale
3/3/2020	3/7/2020	Bryan Speed	Clovis West	Activities	California Association of Directors Activities Convention	Reno, NV	Professional development and networking opportunities to foster a positive campus culture
3/10/2020	3/14/2020	Mike Noel	Clovis High	Cougar Foundation	Kick Off Classic Softball Tournament	Las Vegas, NV	To attend and supervise students attending the softball tournament
3/10/2020	3/14/2020	Mike Salazar	Clovis High	Cougar Foundation	Kick Off Classic Softball Tournament	Las Vegas, NV	To attend and supervise students attending the softball tournament
3/10/2020	3/14/2020	Jesse Hardwick	Clovis High	Cougar Foundation	Kick Off Classic Softball Tournament	Las Vegas, NV	To attend and supervise students attending the softball tournament
3/13/2020	3/15/2020	Deanna Certain	Buchanan	Key Club Foundation	District Education Leadership Conference	Reno, NV	To supervise students attending the Key Club DCON Conference



**Conference Requests**  
**January 15, 2020**

3/14/2020	3/18/2020	Michael McGarity	Child Development	Campus Club Conference/ Travel	National After School Association Conference	Washington, D.C.	To network and learn current curriculum based after-school activities
3/14/2020	3/18/2020	Kristina Cordova	Child Development	Campus Club Conference/ Travel	National After School Association Conference	Washington, D.C	To network and learn current curriculum based after-school activities
4/4/2020	4/8/2020	David Weber	Special Education	Wellness	National Conference for Behavioral Health	Austin, TX	Discover insights in practice improvement, policy and advocacy and professional development
4/6/2020	4/11/2020	Aaron Morgan	Buchanan	No Cost to District	Theatrical Tour	New York City, NY	To allow students to explore the various professional theatrical venues
4/6/2020	4/11/2020	Abigail Pazton	Buchanan	No Cost to District	Theatrical Tour	New York City, NY	To allow students to explore the various professional theatrical venues
4/14/2020	4/19/2020	Mary Allen	Clovis North	Robotics ASB	FIRST Robotics Championships	Houston, TX	To attend and supervise students competing at the Robotics National Championships
4/14/2020	4/19/2020	Steve Elsberry	Clovis North	Robotics ASB	FIRST Robotics Championships	Houston, TX	To attend and supervise students competing at the Robotics National Championships
4/17/2020	4/20/2020	Kendall Kubo	Sports & Rec	Tsunami Volleyball Club	Far Western Regional Qualifier	Reno, NV	Supervise and coach teams during volleyball tournament
4/17/2020	4/20/2020	Karah Mitchell	Sports & Rec	Tsunami Volleyball Club	Far West Regional Qualifier	Reno, NV	Supervise and coach teams during volleyball tournament
4/17/2020	4/20/2020	Trey Lake	Sports & Rec	Tsunami Volleyball Club	Far West Regional Qualifier	Reno, NV	Supervise and coach teams during volleyball tournament
4/17/2020	4/20/2020	Benji Barbo	Sports & Rec	Tsunami Volleyball Club	Far Western National Qualifier	Reno, NV	Supervise and coach teams during volleyball tournament
4/25/2020	4/29/2020	Jake Nulick	Transportation	DO Travel/ Conference	Tyler Connect 2020	Orlando, FL	To network, gain innovative tools and gain product knowledge
4/30/2020	5/4/2020	Chris Long	Clovis North	Principal Foundation	National Science Bowl High School Competition	Washington, D.C.	To attend and supervise students while at High School Science Bowl Competition

**Conference Requests**  
**January 15, 2020**

4/30/2020	5/4/2020	Johnathan Benson	Clovis North	Principal Foundation	National Science Bowl High School Competition	Washington, D.C.	To attend and supervise students while at High School Science Bowl Competition
4/30/2020	5/4/2020	Kay Barrie	Clovis North	Principal Foundation	National Science Bowl High School Competition	Washington, D.C.	To attend and supervise students while at High School Science Bowl Competition
4/30/2020	5/4/2020	Kay Barrie	Granite Ridge	Principal Foundation	National Science Bowl Middle School Competition	Washington, D.C.	To attend and supervise students while at Middle School Science Bowl Competition
4/30/2020	5/4/2020	Chris Long	Granite Ridge	Principal Foundation	National Science Bowl Middle School Competition	Washington, D.C.	To attend and supervise students while at Middle School Science Bowl Competition
4/30/2020	5/4/2020	Johnathan Benson	Granite Ridge	Principal Foundation	National Science Bowl Middle School Competition	Washington, D.C.	To attend and supervise students while at Middle School Science Bowl Competition
5/2/2020	5/6/2020	Debby Gossett	Maintenance	Plant Ops	School Dude University 2020	Raleigh, NC	Obtain further knowledge on industry best practices, receive hands-on training and product demonstrations
5/2/2020	5/6/2020	Cheryl Cross	Facility Services	Plant Ops	School Dude University 2020	Raleigh, NC	Obtain further knowledge on industry best practices, receive hands-on training and product demonstrations



Board Agenda Item

Friday, December 20, 2019

**Title:** Fundraiser Requests

**Agenda Item:** O. - 2.

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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Approve the Fundraiser Requests, as submitted.

**DISCUSSION:**

A list of Fundraiser Requests submitted for Board approval is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Fundraiser Requests	1/8/2020	Backup Material

**REVISIONS:**

# Fundraiser Requests

January 15, 2020

Start Date	End Date	School	Advisor	Organization	Description	Fund	Vendor
1/16/2020	1/16/2020	BHS	Jenny Harrington	Band	Candy Sales*	Foundation Booster Organization	World's Finest Chocolates
2/12/2020	2/12/2020	CHS	Jennifer Appleby	Choir	Family Restaurant Night*	Foundation Booster Organization	Panda Express
2/12/2020	2/26/2020	CHS	Carl Eberly	Robotics	Family Restaurant Night*	Foundation Booster Organization	Chipotle Mexican Grill
2/18/2020	3/6/2020	CHS	Carl Eberly	Robotics	Candy Sales*	Foundation Booster Organization	World's Finest Chocolates
2/23/2020	3/6/2020	CHS	Sarah Pereira	Peer Counseling	Miscellaneous gift/catalog items sold (w/o food)	Associated Student Body	Gold Canyon Candles
1/16/2020	2/7/2020	CHS	Jennifer Appleby	Choir	Miscellaneous gift/catalog items sold (w/food per BP 8402)*	Foundation Booster Organization	Country Meats
1/16/2020	1/31/2020	CHS	Carl Eberly	Robotics	Donations by Businesses	Foundation Booster Organization	None
1/16/2020	2/24/2020	CHS	Carl Eberly	Robotics	Donations by Businesses	Foundation Booster Organization	None
3/2/2020	3/2/2020	ASI	Rachael Watson	Choir	Coupon Books/Entertainment	Foundation Booster Organization	Great American Fundraising
1/22/2020	1/22/2020	CHS	Carl Eberly	Robotics	Family Restaurant Night*	Foundation Booster Organization	Panda Express
2/1/2020	2/28/2020	Weldon Elem	Ray Lozano, Erin Pickle	ASB	Candy Sales*	Associated Student Body	World's Finest Chocolates
1/16/2020	1/31/2020	CHS	Daniel Bravo	Activities	Donations for Charitable Organizations	Foundation Booster Organization	None
1/20/2020	6/1/2020	BHS	John Jay	Boys Volleyball	Adult Dinners/Dance (i.e.. BBQs, crab feasts)*	Foundation Booster Organization	Tahoe Joe's Famous Steakhouse
1/20/2020	6/5/2020	Copper Hills Elem	Tami Graham	ASB	Yearbook Sales	Associated Student Body	Larson Brothers Photography
1/16/2020	6/30/2020	CWHS	Jason Simonetti	Boys Golf	Family Restaurant Night*	Foundation Booster Organization	Chipotle Mexican Grill

# Fundraiser Requests

January 15, 2020

2/27/2020	3/12/2020	CHS	Mikayla Camenson	Academic Decathlon	Candy Sales*	Foundation Booster Organization	Costco
1/16/2020	1/25/2020	CHS	Greg Clark	Girls Basketball	Adult Dinners/Dance (i.e.. BBQs, crab feasts)	Foundation Booster Organization	Marechal Vineyards
3/1/2020	3/27/2020	Oraze Elem	Nick Trujillo	ASB	Candy Sales*	Associated Student Body	See's Candies
1/16/2020	6/30/2020	CWHS	Tim Randall	Football	Family Restaurant Night*	Associated Student Body	Chipotle Mexican Grill
3/2/2020	3/31/2020	Kastner Inter	Barbara Bethel	Track	Family Restaurant Night*	Parent Teacher Club	Pieology Pizzeria
2/24/2020	3/9/2020	Kastner Inter	Barbara Bethel	Track	Candy Sales*	Parent Teacher Club	World's Finest Chocolates
4/1/2020	4/30/2020	Kastner Inter	Barbara Bethel	Track	Family Restaurant Night*	Parent Teacher Club	Habit Burger Grill
3/2/2020	3/31/2020	Kastner Inter	Barbara Bethel	Track	Family Restaurant Night*	Parent Teacher Club	Chipotle Mexican Grill
2/3/2020	3/2/2020	Kastner Inter	Barbara Bethel	Track	Spirit Wear/Spirit Packs	Parent Teacher Club	Ink Dab
1/16/2020	1/16/2020	Dry Creek Elem	Larae Difuria	ASB	Yearbook Sales	Associated Student Body	Pictavo
3/9/2020	3/16/2020	CHS	Cynthia Huerta	Teachers of Tomorrow	Holiday Grams	Foundation Booster Organization	Costco
2/9/2020	2/14/2020	CHS	Cynthia Huerta	Teachers of Tomorrow	Holiday Grams	Foundation Booster Organization	Costco
1/16/2020	1/30/2020	CHS	Dora Macias	Folklorico	Candy Sales*	Foundation Booster Organization	World's Finest Chocolates
1/16/2020	1/16/2020	Clark Inter	Bri Menard	PTC	Donations for Charitable Organizations	Parent Teacher Club	DonorsChoose
3/30/2020	4/3/2020	Cole Elem	Shannon Folsom	ASB	Book Fair	Associated Student Body	Follett Books
2/3/2020	4/3/2020	Dry Creek Elem	Stephanie Balilecer, Christy Lilles	Student Council	Donations for Charitable Organizations	Associated Student Body	Canned Food Drive
2/10/2020	3/4/2020	Dry Creek Elem	Marnie Hutchason	PTC	Pep and Cheer Camp*	Parent Teacher Club	Dippin' Dots



Board Agenda Item

Friday, December 20, 2019

**Title:** Student Trip Requests

**Agenda Item:** O. - 3.

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Approve the Student Trip Requests, as submitted.

**DISCUSSION:**

Attached is the list of Student Trip Requests submitted for Board approval.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Student Trip Requests	1/8/2020	Backup Material

**REVISIONS:**

## Student Trip Requests

January 15, 2020

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
64646	CNEC Girls Soccer	12/20/2019 10:00 AM	12/21/2019 08:00 PM	CNH/ATH-ASB-Van-BrdApp	Paso Robles, CA	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
63723	CNEC Wrestling	01/16/2020 06:00 AM	01/18/2020 10:00 PM	CNH/ATH-0500-Van-BrdApp	Gilroy, CA	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66751	CNEC Wrestling	01/16/2020 06:00 AM	01/18/2020 10:00 PM	CNH/ATH-0500-Van-BrdApp	Gilroy, CA	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66666	BHS Pep and Cheer	01/18/2020 05:00 AM	01/19/2020 10:00 PM	BHS-FDN-Van-BrdApp	Tustin, CA	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66522	CCUR Royal Water Polo Girls	01/22/2020 06:00 AM	01/26/2020 10:00 PM	CCUR-NONE-BrdApp	San Jose, CA	70
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66080	CHS Choir	01/24/2020 06:30 AM	01/26/2020 12:30 AM	CHS-FDN-CharterBus-BrdApp	Disneyland / Anaheim, CA	25
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66083	CHS Choir	01/24/2020 06:30 AM	01/26/2020 12:30 AM	CHS-FDN-CharterBus-BrdApp	Anaheim, CA	25
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66521	CCUR Royal Water Polo Girls	01/24/2020 06:00 AM	01/26/2020 10:00 PM	CCUR-NONE-BrdApp	East Bay, CA	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66392	BHS Boys Volleyball	02/07/2020 03:00 PM	02/08/2020 07:00 PM	BHS/ATH-0500-Van-BrdApp	Shaver Lake, CA	18
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66523	CCUR Royal Water Polo Girls	02/07/2020 06:00 AM	02/09/2020 10:00 PM	CCUR-NONE-BrdApp	Orange County, CA	140
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66524	CCUR Royal Water Polo Girls	02/07/2020 06:00 AM	02/09/2020 10:00 PM	CCUR-NONE-BrdApp	East Bay, CA	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66726	CHS Band	02/08/2020 08:30 AM	02/09/2020 09:00 PM	CHS-0500-CharterBus-BrdApp	Cupertino, CA	50
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66148	CEHS FFA	02/09/2020 11:00 AM	02/10/2020 03:00 PM	CEH-0500-Van-BrdApp	Visalia, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66396	CNEC Pep and Cheer	02/12/2020 03:00 PM	02/16/2020 09:00 PM	CNH-0500-SchoolBus-BrdApp	Anaheim, CA	47
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66530	CCUR Tsunami Volleyball	02/15/2020 06:00 AM	02/17/2020 10:00 PM	CCUR-NONE-BrdApp	San Jose, CA	29
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66054	CNEC Band	02/21/2020 07:00 AM	02/23/2020 11:55 PM	CNH-ASB-CharterBus-BrdApp	San Diego, CA	15
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66233	CEH Boys Soccer	02/25/2020 11:00 AM	02/26/2020 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
66234	CEH Boys Soccer	02/27/2020 11:00 AM	02/28/2020 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21

<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66484	CHS Band	02/29/2020 08:40 AM	03/01/2020 09:00 PM	CHS-FDN-Van-BrdApp	Union City, CA	16
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66235	CEHS Boys Soccer	03/01/2020 11:00 AM	03/02/2020 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	TBA - Play Offs	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
65580	CEHS Boys Basketball	03/03/2020 12:00 PM	03/11/2020 10:00 PM	CEH/ATH-0500-Van-BrdApp	TBA - Play Offs	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66552	CHS Boys Volleyball	03/04/2020 06:00 AM	03/08/2020 08:00 PM	CHS/ATH-0500-Van-BrdApp	San Diego, CA	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66293	CNEC Boys Volleyball	03/05/2020 07:00 AM	03/08/2020 10:00 PM	CNH/ATH-0500-Van-BrdApp	San Diego, CA	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66606	CNEC Forensics	03/06/2020 01:00 PM	03/07/2020 09:45 PM	CNH-0500-Van-BrdApp	Bakersfield, CA	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66531	CCUR Tsunami Volleyball	03/07/2020 06:00 AM	03/08/2020 10:00 PM	CCUR-NONE-BrdApp	Sacramento, CA	29
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
65581	CEHS Boys Basketball	03/13/2020 12:00 PM	03/14/2020 10:00 PM	CEH/ATH-0500-Van-BrdApp	TBA - Play Offs	18
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
65963	BHS Key Club	03/13/2020 03:00 PM	03/15/2020 03:00 PM	BHS-FDN-Van-BrdApp	Reno, NV	14
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66556	CHS Boys Volleyball	03/20/2020 06:00 AM	03/21/2020 06:00 PM	CHS/ATH-0500-Van-BrdApp	Arroyo Grande, CA	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66574	CNEC CTE	03/20/2020 10:30 AM	03/22/2020 07:00 PM	CNH-ROP-CTEIG-PC-Van-BrdApp	Northridge, CA	12
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66515	CCUR Royal Water Polo Girls	03/26/2020 06:00 AM	03/28/2020 10:00 PM	CCUR-NONE-BrdApp	San Jose, CA	70
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66573	CNEC Robotics	04/01/2020 07:00 AM	04/04/2020 10:00 PM	CNH-ASB-Van-BrdApp	Lancaster, CA	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66334	CNEC Robotics	04/02/2020 07:00 AM	04/04/2020 10:00 PM	CNH-ASB-Van-BrdApp	Lancaster, CA	15
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66084	CHS Choir	04/03/2020 06:00 AM	04/05/2020 11:00 PM	CHS-FDN-CharterBus-BrdApp	Downey, CA	50
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66354	CNEC Robotics	04/14/2020 06:00 AM	04/19/2020 06:00 PM	CNH-ASB-CharterBus-BrdApp	Houston, TX	24
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66516	CCUR Royal Water Polo Girls	04/16/2020 06:00 AM	04/18/2020 10:00 PM	CCUR-NONE-BrdApp	San Jose, CA	70
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66532	CCUR Tsunami Volleyball	04/17/2020 03:00 PM	04/20/2020 10:00 PM	CCUR-NONE-BrdApp	Reno, NV	31
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66284	CNEC Science	04/30/2020 06:00 AM	05/04/2020 08:00 PM	CNH-NONE-BrdApp	Washington, DC	5
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66289	CNEC Science	04/30/2020 06:00 AM	05/04/2020 08:00 PM	GRI-NONE-BrdApp	Washington, DC	5
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>



66525	CCUR Royal Water Polo Girls	04/30/2020 06:00 AM	05/03/2020 10:00 PM	CCUR-NONE-BrdApp	San Diego, CA	30
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66534	CCUR Tsunami Volleyball	05/01/2020 06:00 AM	05/03/2020 10:00 PM	CCUR-NONE-BrdApp	San Mateo, CA	42
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66533	CCUR Tsunami Volleyball	05/15/2020 06:00 AM	05/17/2020 10:00 PM	CCUR-NONE-BrdApp	Sacramento, CA	21
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66508	CHS Boys Golf	05/26/2020 07:00 AM	05/29/2020 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	Pasadena, CA	6
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66509	CHS Boys Golf	06/01/2020 07:00 AM	06/04/2020 09:00 PM	EDSV-PLAYOFF-Van-BrdApp	San Gabriel, CA	6
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66526	CCUR Royal Water Polo Boys	06/19/2020 06:00 AM	06/21/2020 10:00 PM	CCUR-NONE-BrdApp	Modesto, CA	70
<b>Trip ID</b>	<b>Trip Name</b>	<b>Start Time</b>	<b>Return Time</b>	<b>Account:</b>	<b>Destination</b>	<b>Passengers</b>
66527	CCUR Royal Water Polo Girls	06/26/2020 06:00 AM	06/28/2020 10:00 PM	CCUR-NONE-BrdApp	Modesto, CA	70



Board Agenda Item

Thursday, December 12, 2019

Agenda Item: O. - 4.

Title: Voluntary Community Recreation Programs

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**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.

Clovis Community Sports and Recreation Department

Wolfpack Little Hoopsters – Girls

Clovis East High School

Date: January 16 – February 8, 2020

Grade: K-12

Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department

Track Speed Development Camp

Buchanan High School

Date: Feb 1 – June 1, 2020

Grade: 3-8

Cost: \$40.00 per participant

Clovis Community Sports and Recreation Department

Youth Tennis Program Session 3

Buchanan High School

Date: February 2 – 22, 2020

Grade: K-6

Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department

QB Academy  
Clovis North High School  
Date: February 3 – March 21, 2020  
Grade: 4-11  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
2020 Bronco Free Winter Tennis Clinic  
Clovis North High School  
Date: February 4 – 13, 2020  
Grade: K-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
Youth Spring Golf Camp  
Clovis West High School  
Date: February 14 – May 15, 2020  
Grade: 3-8  
Cost: \$0

Clovis Community Sports and Recreation Department  
Spring Golf Camp  
Clovis West High School  
Date: February 14 – May 15, 2020  
Grade: 6-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Track Coaching Clinic  
Buchanan High School  
Date: March 1 – May 31, 2020  
Grade: 3-8  
Cost: \$0

Clovis Community Sports and Recreation Department  
Youth Tennis Program Session 4  
Buchanan High School  
Date: March 3 – 21, 2020  
Grade: K-6  
Cost: \$25.00 per participant

Clovis Community Sports and Recreation Department  
Bronco Spring Tennis Clinic  
Clovis North High School  
Date: March 23 – April 1, 2020  
Grade: K-6  
Cost: \$15.00 per participant

Clovis Community Sports and Recreation Department

Youth Tennis Program Session 5  
Buchanan High School  
Date: April 14 – May 2, 2020  
Grade: K-6  
Cost: \$25.00 per participant

Clovis Community Sports and Recreation Department  
Free Elementary Tennis Clinic 1  
Clovis North High School  
Date: April 18, 2020  
Grade: K-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
Free Elementary Tennis Clinic 2  
Clovis North High School  
Date: April 25, 2020  
Grade: K-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
Free Elementary Tennis Clinic 3  
Clovis North High School  
Date: May 2, 2020  
Grade: K-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
Youth Tennis Program Session 6  
Buchanan High School  
Date: May 5 – 23, 2020  
Grade: K-6  
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department  
Boys Soccer Training  
Clovis High School  
Date: May 19 – June 17, 2020  
Grade: Adult  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Summer Indoor Futsal Camp  
Clovis High School  
Date: May 23 – June 21, 2020  
Grade: K-12  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department

Wolfpack Girls Basketball Summer League  
Clovis East High School  
Date: June 1 – July 30, 2020  
Grade: 8-11  
Cost: \$300.00 per team

Clovis Community Sports and Recreation Department  
Bear Nation Athletic Academy  
Buchanan High School  
Date: June 9 – July 25, 2020  
Grade: K-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
Summer Tennis Clinic 2  
Clovis North High School  
Date: June 15 – 17, 2020  
Grade: 7-12  
Cost: \$30.00 per participant

Clovis Community Sports and Recreation Department  
Summer Tennis Camp  
Buchanan High School  
Date: June 16 – July 12, 2020  
Grade: 7-12  
Cost: \$75.00 per participant

Clovis Community Sports and Recreation Department  
Little Cougars  
Clovis High School  
Date: June 18 – 20, 2020  
Grade: Pre-K-3  
Cost: \$25.00 per participant

Clovis Community Sports and Recreation Department  
Wolfpack Boys Summer AAU Basketball  
Clovis East High School  
Date: June 30 – November 15, 2020  
Grade: 8-12  
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department  
Summer Soccer Cougars Champions Camp  
Clovis High School  
Date: July 7 – 8, 2020  
Grade: 8-Adult  
Cost: \$0

Clovis Community Sports and Recreation Department

Summer Pep and Cheer  
Clovis North High School  
Date: August 3 – 14, 2020  
Grade: 7-12  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Elementary Pep and Cheer Camp  
Clovis North High  
Date: August 22, 2020  
Grade: 4-6  
Cost: \$25.00

Clovis Community Sports and Recreation Department  
Iron Eagles Wrestling Club  
Clovis West High School  
Date: September 8 – 29, 2020  
Grade: 1-6  
Cost: \$40.00 per participant

Clovis Community Sports and Recreation Department  
Free Elementary Girls Basketball Camp  
Buchanan High School  
Date: October 1 – November 1, 2020  
Grade: K-6  
Cost: \$0

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**



Board Agenda Item

Thursday, December 5, 2019

**Agenda Item: O. - 5.**

**Title:** Donation of Automobile to Clovis West High School

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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Louis Brosi would like to donate a 2008 Ford 250 diesel 4x4 King Ranch Edition to Clovis West High School's Automotive Program.

**DISCUSSION:**

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**



Board Agenda Item  
Friday, January 3, 2020

**Title:** Financing for Campus Catering Facility

**Agenda Item:** O. - 6.

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Approve an updated draft of the "Preliminary Official Statement" (POS).

**DISCUSSION:**

On June 15, 2016, and on August 14, 2019, the Board of Trustees adopted resolutions authorizing participation in a financing with the Central Valley Support Services Joint Powers Agency for the purpose of obtaining financing for the Campus Catering office facility. As part of the August 14, 2019, Board agenda, a document entitled "Preliminary Official Statement" (POS) was made available to Board members in accordance with federal securities laws requirements for approval prior to release to bond investors. The document has recently been updated with more recent financial information about CUSD including its audited financial statement for Fiscal Year ending June 30, 2019, and its First Interim Report for FY 2019-20. Because financial data about the District is considered material, in accordance with securities laws, a copy of the recently updated draft document is required to again be made available to the Board. District staff will continue working with the financing team to finalize the document, as provided for in the August 14, 2019, Resolution, prior to public release, which is now scheduled for early February. Suggestions or corrections, if any, should be provided to Michael Johnston for consideration. This item is submitted under consent due to its prior approval by the Board.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

**Description**

**Upload Date**

**Type**

**REVISIONS:**





Board Agenda Item

Tuesday, December 17, 2019

**Agenda Item: O. - 7.**

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

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Ratify Purchase Orders, District Contracts, and Warrants numbered 605016 through 606392.

**DISCUSSION:**

District Administration recommends ratification of the Purchase Orders and District Contracts for the period of November 20, 2019-December 13, 2019, as well as the Warrant register for November 21, 2019-December 12, 2019. 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/FUNDING SOURCE:**

**ATTACHMENTS:**

**Description**

**Upload Date**

**Type**

**REVISIONS:**



Board Agenda Item

Thursday, December 12, 2019

**Title:** Notices of Completion

**Agenda Item: O. - 8.**

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Adopt the Notices of Completion, as submitted.

**DISCUSSION:**

Bid Number	Project/Site(s)	Company	DSA Number
2760	Jefferson Elementary School Modernization - 2019	Marko Construction Group Inc. 3675 E. Jensen Ave Fresno, CA 93725	02-117063
2769	Portable Classroom Site Improvements Various Sites – 2019	Davis Moreno Construction, Inc. 4720 N Blythe Ave Fresno, CA 93722	Clovis East H.S., 02-117406 Fugman Elementary, 02-117412 Oraze Elementary, 02-117414 Reagan Elementary, 02-117413
2788	New Parking Lot – 2019 Technology Service Center	Central Valley Asphalt 23494 Road 196 Lindsay, CA 93247	N/A

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**



Board Agenda Item

Thursday, December 12, 2019

**Title:** Change Orders

**Agenda Item:** O. - 9.

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Approve the Change Orders, as submitted.

**DISCUSSION:**

Change Order Number	Contract/Bid Number	Project Type	Site(s)	DSA Number
02	SLE-02	Off-Site Work - 2019	Young Elementary	N/A
03	SLE-01	Off-Site Work - 2019	Young Elementary	N/A
03-FINAL	2760	Modernization - 2019	Jefferson Elementary	02-117063
10	2753	New School	Young Elementary	02-116820

**FISCAL IMPACT/FUNDING SOURCE:**

As noted in the attachment.

**ATTACHMENTS:**

Description	Upload Date	Type
Change Orders	12/12/2019	Backup Material

**REVISIONS:**

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**Contract Change Order No. 02**

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**Project** Off-Site Shields/Locan (Young Elementary) - 2020  
**Contract / Bid No.** SLE-02 (Contract #3190737)

**Date** 12/12/2019  
Page 1 of 1

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CI No.	Description	Amount	Budget Code
0029	Permit Fees	\$964.06	Agency Requirement

Description: Fresno Irrigation District (FID) Permit Fees.

Requested By: Architect. \$964.06 to be added to the contract.

Reason for Change: Agency Requirement. Additional permits required for the Northwest Corner of Locan and Shields for CUSD fiber conduit and the Northwest & Southwest corners of Locan and Shields for City of Fresno traffic lights.

<b>Original Contract</b>	\$991,500.00
<b>Previous CCOs</b>	\$6,425.21
<b>This CCO</b>	\$964.06
<b>Total Contract</b>	<b>\$998,889.27</b>

The revised contract amount is an increase of 0.75% from the original contract amount.

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**Contract Change Order No. 03**

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**Project** Off-Site Shields/Locan (Young Elementary) - 2020**Date** 12/12/2019**Contract / Bid No.** SLE-01 (Contract #3190736)Page 1 of 1

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CI No.	Description	Amount	Budget Code
0028	Plan Revisions on Locan	\$4,582.05	Agency Requirement

Description: Excavate existing swale and place 4" of decomposed granite (DG) along east side of Locan.

Requested By: Architect. \$4,582.05 to be added to the contract.

Reason for Change: Agency Requirement. City of Fresno revised the striping plan at plan approval but did not take into account existing power pole to remain. Revised asphalt concrete dike allows for required striping to remain while eliminating the need to remove additional power poles.

<b>Original Contract</b>	\$724,005.00
<b>Previous CCOs</b>	\$6,114.88
<b>This CCO</b>	\$4,582.05
<b>Total Contract</b>	<b>\$734,701.93</b>

The revised contract amount is an increase of 1.48% from the original contract amount.

## Contract Change Order No. 03-FINAL

**Project** Jefferson Elementary (Snackbar) Modernization - 2019 **Date** 12/12/2019  
**DSA FILE#/DSA AP#** 10-27/117063  
**Contract #** 3190752  
**Contract / Bid No.** 3190752/Bid No. 2760 Page 1 of 2

CI No.	Description	Amount	Budget Code
0052	Gas Line Repair	\$479.30	Unforeseen Condition

Description: Provide all labor and material to repair a gas line that was damaged during storm drain trenching at the south paving area.

Requested By: Contractor. \$479.30 to be added to the contract.

Reason for Change: Unforeseen Condition. Gas line was not marked and got damaged during the storm drain trenching.

CI No.	Description	Amount	Budget Code
0053	Irrigation Valve Relocation	\$1,728.13	Unforeseen Condition

Description: Provide all labor and material to relocate an existing irrigation valve.

Requested By: Contractor. \$1,728.13 to be added to the contract.

Reason for Change: Unforeseen Condition. The existing irrigation valve and main irrigation line south of the Snack Bar was elevated too high and needed to be relocated as required for the new concrete paving.

CI No.	Description	Amount	Budget Code
0054	Irrigation Line/Wire Repair	\$1,502.13	Unforeseen Condition

Description: Provide all labor and material to repair irrigation wires and lateral irrigation lines that were damaged due to electrical trench to backstops.

Requested By: Contractor. \$1,502.13 to be added to the contract.

Reason for Change: Unforeseen Condition. Several irrigation lines and irrigation control wires were not marked and were damaged during the trenching for the baseball backstop power outlets.

CI No.	Description	Amount	Budget Code
0055	Reroute 4" Irrigation Line	\$1,671.71	Unforeseen Condition

Description: Provide all labor and material to reroute the existing 4" irrigation line above the new 6" storm drain line leading to the seepage pit.

Requested By: Architect. \$1,671.71 to be added to the contract.

Reason for Change: Unforeseen condition. The storm drain line was at the same elevation of the irrigation line and the storm drain line could not be rerouted as needed to maintain a 1/16" per foot slope.

CI No.	Description	Amount	Budget Code
0056	Serving Window Credit	(\$2,716.95)	District Added

Description: Provide credit for glass serving window.

Requested By: District. (\$2,716.95) to be credited to the contract.

Reason for Change: District added. The District wanted a screened opening in lieu of a glass serving window to meet District Standards and County Health Department requirements.

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**Contract Change Order No. 03-FINAL**

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**Project** Jefferson Elementary (Snackbar) Modernization - 2019 **Date** 12/12/2019  
**DSA FILE#/DSA AP#** 10-27/117063  
**Contract #** 3190752  
**Contract / Bid No.** 3190752/Bid No. 2760 Page 2 of 2

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CI No.	Description	Amount	Budget Code
0057	Evaporative Cooler Relief	\$1,189.98	A&E Omission

Description: Provide all labor and material to install a galvanized louvered opening with insect screen on the Snack Bar Door.

Requested By: Architect. \$1,189.98 to be added to the contract.

Reason for Change: A&E omission. The evaporative cooler was added to the Energy Management System and could be turned on without the building being occupied. A relief opening was required to relieve static pressure.

<b>Original Contract</b>	<b>\$1,158,000.00</b>
<b>Previous CCOs</b>	<b>\$45,180.77</b>
<b>This CCO</b>	<b>\$3,854.30</b>
<b>Total Contract</b>	<b>\$1,207,035.07</b>

The revised contract amount is an increase of 4.23% from the original contract amount.

## Contract Change Order No. 10

**Project** Shields/Locan (Young Elementary) – 2020 **Date** 12/12/2019  
**DSA ID# / DSA AP#** 10-27/02-116820  
**Contract #** 3190523  
**Contract / Bid No.** 3190523/LLB Shields/Locan-2020 Page 1 of 1

CI No.	Description	Amount	Budget Code
0376	Sleeper Angles for HVAC	\$0.00	A&E Omission

Description: Fabricate & install sleeper angles for HVAC duct support.

Requested by: District. \$5,000.00 from Lease-Lease Back Contingency.

Reason for Change: A&E omission. Angles were not indicated on structural drawings with no reference to mechanical drawings where angle requirements are referenced.

CI No.	Description	Amount	Budget Code
0377	Gas Meter Enclosure	\$0.00	Agency Requirement

Description: Provide and install footing at gas meter enclosure.

Requested by: Architect. \$6,885.51 from Lease-Lease Back Contingency.

Reason for Change: Agency requirement. Regulatory agency, Pacific Gas and Electric, required that the gas meter be moved from the Maintenance yard to its' own enclosure separate from all other utilities.

CI No.	Description	Amount	Budget Code
0378	Credit for Safe	\$0.00	District Change

Description: Credit back for District's cost of the safe.

Requested by: District. (\$1,400.90) from Lease-Lease Back Contingency.

Reason for Change: District. District purchased the safe that was to be contractor furnished.

<b>Original Contract</b>	\$29,876,618.00
<b>Previous CCOs</b>	\$0.00
<b>This CCO</b>	\$0.00
<b>Total Contract</b>	<b>\$29,876,618.00</b>

No price change from the original contract amount.





**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** December 11, 2019      **FOR ACTION:** January 15, 2020

**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 2020-21 school year, as submitted.

**DISCUSSION:**

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

- AVID Excel – Alta Sierra Intermediate School
- Chamber Orchestra – Buchanan, Clovis, Clovis East, Clovis North, Clovis West high schools
- Concert Band – Buchanan, Clovis, Clovis East, Clovis North, Clovis West high schools
- Concert Orchestra – Buchanan, Clovis, Clovis East, Clovis North, Clovis West high schools
- Manufacturing and Product Design (CTE) – Clovis North High School
- Peer Counseling – Buchanan, Clovis, Clovis East, Clovis North and Clovis West high schools
- String Orchestra – Buchanan, Clovis, Clovis East, Clovis North, Clovis West high schools
- Symphonic Band – Buchanan, Clovis, Clovis East, Clovis North, Clovis West high schools
- Total Body Fitness – Alta Sierra Intermediate School
- Wind Symphony – Buchanan, Clovis, Clovis East, Clovis North, Clovis West high schools
- Women's Ensemble – Buchanan, Clovis, Clovis East, Clovis North, Clovis West high schools

The recommended new course proposals have been evaluated by Clovis Unified administrators and were given to the Board members to review with their December 11, 2019, Board agenda materials.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
New Course Study Proposal	1/10/2020	Backup Material

**REVISIONS:**

## Course of Study Proposals School Year 2020-21 - Table of Contents

<u>Course Title</u>	<u>CTE Course</u> <u>Y/N</u>	<u>School</u>	<u>Page #</u>
AVID Excel	N	Alta Sierra Intermediate	1
Chamber Orchestra	N	All CUSD High Schools	10
Concert Band	N	All CUSD High Schools	19
Concert Orchestra	N	All CUSD High Schools	27
Manufacturing and Product Design	Y	Clovis North	35
Peer Counseling	N	All CUSD High Schools	48
String Orchestra	N	All CUSD High Schools	61
Symphonic Band	N	All CUSD High Schools	69
Total Body Fitness	N	Alta Sierra Intermediate	78
Wind Symphony	N	All CUSD High Schools	87
Women's Ensemble	N	All CUSD High Schools	97



CLOVIS UNIFIED SCHOOL DISTRICT  
Eimear O'Farrell, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2020-21 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:

- ☐ Arts (Performing)
- ☐ Arts (Visual)
- ☐ English/Language Arts
- ☐ Mathematics
- ☐ Physical Education

- ☐ Science (Life)
- ☐ Science (Physical)
- ☐ Social Science
- ☐ World Language
- ☒ 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? \_\_\_\_\_

o Indicate which ☐ 1 period ☐ 2 period

Is this an online course? ☐ Yes ☒ No

Is this a CART course? ☐ Yes ☒ No

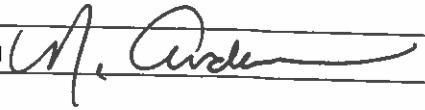
Is this course already approved by another school/district/program ☒ Yes ☐ No

- What is the name of the school/district/program? El Monte Middle School/  
Cutler-Orosi Joint Unified School District/ AVID Excel

Course Title: <u>AVID Excel</u>	
School(s): <u>Alta Sierra Intermediate School</u>	
Department: <u>AVID</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Lori Salazar <i>[Signature]</i>
Learning Director	Mario Alvarez, GIS <i>[Signature]</i>
Principal	Jennifer Carter <i>[Signature]</i>
Area Superintendent	Robyn Castillo, Ed.D. <i>[Signature]</i>
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. <i>[Signature]</i>

Associate Superintendent

Norm Anderson

**Course Codes**

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

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

**Choose:****Choose:****Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input checked="" 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 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)		

**CAL PADS State Course Code**

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** AVID Excel

### **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:** AVID Excel

**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:** AVID Excel is a middle school English language development program for long-term English language learners (ELLs) designed to accelerate academic language acquisition, bridge into high school AVID, increase access to college preparatory coursework, and empower students to be successful in a global society. AVID Excel incorporates explicit instruction in English language development and cognitive academic language through reading, writing, oral language and academic vocabulary, supported by instruction in traditional AVID college readiness skills

**Prerequisites:** Long-term English learner (LTEL); Level 3 or 4 on ELPAC

**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 :        Reading**

Students learn reading routines to navigate a variety of text types for different reading purposes. These reading routines incorporate strategies for learning academic vocabulary, marking the text, and talking and writing about the text. The goal is to increase students' confidence and competence reading academic texts. AVID Excel also focuses on helping students to increase the amount of reading they do independently and outside of school. As an important component of college readiness, we want to ensure long-term ELLs begin to see themselves as readers and as students who seek out reading for pleasure as well as for academic pursuits.

Reading: Outside reading with reading logs; review of 7th and 8th grade core content texts; reading routines: narrative text - main idea/details; Cornell notes; key word outline - Socratic seminar; and close reading; graphic organizers and summary templates; and scholar group collaboration focused on student questions on various texts.

**Unit 2:        Writing**

The goal is for students to increase fluency and accuracy in their writing. To that end, students write frequently and are taught specific focus lessons. The “bugs” focus lessons help students eliminate errors they are making consistently in their writing—these “bugs” are determined through diagnostic assessment of their writing samples. The style focus lessons help students elaborate on their ideas and use more sophisticated vocabulary and syntax as they write.

Writing: Academic summaries; note-taking and learning logs; career research paper and presentation; regular short writing tasks practicing extending sentences and applying focus lessons; sentence frames (with decreased scaffolding); “style” focus lessons to enhance writing; includes lessons such as using quality adjectives, strong verbs, clauses, various sentence openers; “Bugs” focus lessons for more accurate writing; lessons determined through diagnostic assessment; prompt dissection; timed writing; multi-paragraph graphic organizers; academic summaries; Extended persuasive writing: College and Career debate research process and paper; sentence

frames (with increased complexity); and “Style” focus lessons such as: dual adjectives and adverbs, new clauses, sentence combining, transitions, introductions, conclusions.

#### Unit 3: Oral Language

The goal is for students to increase the frequency, complexity, and accuracy of their spoken exchanges, as well as to learn to become confident public speakers. Students learn oral language strategies for active listening, selfadvocacy, speaking in a formal register, and delivering speeches. For growth to occur, students need to speak using academic language frequently, and in order to accommodate this, we strive to include ample opportunity for structured talk in the AVID Excel courses—talk that incorporates references to their other content area classes.

Oral Language: Speaking with confidence; language registers and academic scripts; spoken exchanges with increasing levels of complexity and elaboration; asking clarifying questions; active listening and “I” messages; formal presentations: short speeches with feedback; career research presentations; Philosophical Chairs and Socratic Seminar; “Hot Topics” discussions; self-advocacy across content areas; and college and career debate.

#### Unit 4: Academic Vocabulary

The goal is for students to increase the complexity and accuracy of their vocabulary in their oral language and in their writing and to understand more complex vocabulary in their reading. Students study and use words from the academic word list, take apart words and learn word families, and analyze word parts and origins.

Academic Vocabulary: Word analysis/word parts; target word parts: duo, unus, bi, tres, tri, sex, octo, centum, decem, mille, extra, bene, mal, inter, trans, dia, ad, cum, pro, ars/artis, manus, photos, syn, thesis, geo, luna, sol, dico/dictum, scribe/scriptum, mater/matrix, pater/patris, biblos, pathos, heteros, homos, circum, peri, ambi, amphi, omnis, hyper, hypo, super, sub, dokein, specto/spectatum, mare, sal/salis, naus, navis, cutis, derma, cor/cordis, dorsum, laboro/laboratum, durus, gradus, solus, monos, and orthos; word relationship chart (including leadership skills trait words); academic word list (AWL) ; and idioms.

#### Unit 5: Study Skills

Students learn to take control of their education by developing and using skills that allow them to better navigate school and become more selfregulatory. They learn

strategies for organizing, planning, setting goals, taking notes, analyzing teacher expectations, and using inquiry to dig deeper into their content understanding. In the 7th grade AVID Excel elective course, students participate in scholar groups two times per week, where they analyze, talk about, and write about content area texts with their peers and a college tutor. In the 8th grade AVID Excel elective course, students participate with their peers and a college tutor in tutorials two times per week, where they analyze their academic points of confusion and talk and write about their learning across content areas.

**Study Skills:** Note-taking and learning logs; focused note-taking lessons; inquiry practice; binder and organization; assignment analysis; SLANT; time management; backwards planning for long-term projects; confronting procrastination; scholar and tutorial group process and resources; test-taking; test preparation; Costa's Levels of Thinking; and mnemonics.

#### Unit 6: Self-Determination/ Leadership

Students learn to take more responsibility for their actions and decisions, taking control of their situations rather than being victims of their circumstances and recognizing their own power to shape their futures. Students learn how to influence others' perceptions of them, how to get involved on their campus, how to work in teams, and how to become leaders. They read, write, and talk about leadership traits, adolescent issues, community issues, college readiness requirements, and career choices. Throughout their time in AVID Excel, students form strong alliances with their teachers and their peers, giving them confidence and support as they work to meet high academic expectations.

**Self-Determination/ Leadership:** "I" messages; leadership/followership skills (including affiliations with student leadership groups on campus); leadership traits study: courage, integrity, perseverance, responsibility, empathy, teamwork, fairness, commitment, initiative; personal responsibility; SMARTER goal setting: long-term and short-term; academic action plans; reflection and metacognition, including learning logs; the high price of missing assignments; GPA calculation; six-year plan; college banner project and college current events; reflection and metacognition, including learning logs; "Hot Topics" discussions; teambuilding; awareness of social justice and equity issues; development of positive self-image and peer relationships; guest speakers; taking responsibility vs. being a victim; and understanding and transitioning to high school.



**Unit 7:**

**Unit 8:**

**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: California Inside (Reading & Language Level C)

Edition: 1st

Publication Date: 2017

Publisher: National Geographic Learning/Cengage Learning

Author(s): Dr. David W. Moore, Dr. Deborah J. Short; Dr. Michael W. Smith, Dr. Alfred W. Tatum, and Dr. Josefina Villamil Tinajero

URL Resources: myNGconnect.com

Website URL: NGL.Cengage.com

Usage:

☒Primary Text

☐Read in entirety or near entirety

☐Textbook   ☐Literary Text   ☐Manual   ☐Periodical   ☐Scholarly Article   ☐Website   ☐Multi Media  
☐Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

☐Primary Text

☐Read in entirety or near entirety

## *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 Carol Shanahan in the Curriculum & Instruction Department at Extension 70605 or at [carolshanahan@cusd.com](mailto:carolshanahan@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)

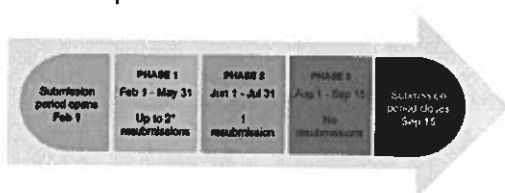
New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (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.





CALPADS

CLOVIS UNIFIED SCHOOL DISTRICT  
Eimear O'Farrell, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2020-21 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:

☒ Arts (Performing)

☐ Arts (Visual)

☐ English/Language Arts

☐ Mathematics

☐ Physical Education

☐ Science (Life)

☐ Science (Physical)

☐ Social Science

☐ World Language

☐ 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? \_\_\_\_\_

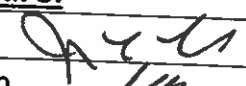



- Indicate which ☐ 1 period ☐ 2 period

Is this an online 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>Chamber Orchestra</u>	
School(s): <u>Buchanan High School</u>	
Department: <u>Visual and Performing Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	John Lack 
Learning Director	Aaron Morgan 
Principal	Joe Aiello
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. 
Associate Superintendent	Norm Anderson 

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

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

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input checked="" 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 checked="" type="checkbox"/> 8 – Performing Arts	<input checked="" 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)		

### CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Chamber Orchestra

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

- ☐ Alta Sierra Intermediate
- ☐ Clark Intermediate
- ☐ Granite Ridge Intermediate
- ☐ Kastner Intermediate
- ☐ Reyburn Intermediate

- ☒ Buchanan High School
- ☐ Clovis High School
- ☐ Clovis East High School
- ☐ Clovis North High School
- ☐ Clovis West High School
- ☐ Enterprise High School
- ☐ Community Day School
- ☐ Gateway High School
- ☐ CART
- ☐ Clovis Online

**Transcript Abbreviation – 17 Character Limit:** Chamber Orchestra

**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:** Chamber Orchestra is an advanced group of musicians with at least two years of experience playing in String Orchestra, Concert Orchestra or a similar ensemble. This course is designed to give students a strong understanding of music theory and utilize it throughout the course (major and minor scales, circle of fifths, key signatures). Students will gain a clearer understanding of the relationships between music theory, history, and cultural context through research and analysis. In the Chamber Orchestra, students will attain musical leadership skills and independence through solo and chamber music performances. They will also understand and use performance evaluation and analysis skills to write critically constructive personal and peer evaluations.

**Prerequisites:** Two years of experience playing in String Orchestra, Concert Orchestra or a similar ensemble. Exceptions can be made if a student is able to demonstrate the advanced skills required for the course through an audition process.

**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 : Ensemble and Performance Technique**

**Description:**

Unit 1 will focus on mastering skills in musicianship and ensemble performance. The students will use their understanding of balance, color and sectional responsibilities and how to listen across the full string ensemble of various instruments to place their sound within the whole ensemble. Students will analyze the accompaniment and leading roles and recognize how each part plays a significant role in the development of a piece. Through a developed understanding of music theory, students will regularly demonstrate how the placement of their notes within a chord impact the overall intonation, musical form, expression, and interpretation. Students will participate in aural examples of various repertoire. They will be able to analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive (CA State Standard 1.5). Students will continue to effectively, accurately, and expressively sight read music, using skills learned in prior course work related to time signature, key signature, tempo, architecture of the music (da capo, del segno etc.), looking for similarities for melody and rhythm patterns, bowings and phrasing (CA State Standard 1.3).

**Assignment:**

Students will be presented with advanced pieces of music and asked to identify the time signature, key signature, tempo, architecture of the music. They will be able to analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive. Finally, they will be asked to sight read a shorter piece of Level 5 (advanced) music to demonstrate their understanding of music theory.

**Unit 2: Music Analysis and History**

**Description:**

Unit 2 will give the students the opportunity to learn a variety of composers across musical periods during the academic year. Through the research of each composer, students will better understand the commonalities and differences of the various



musical periods, genres, and styles. They will examine a specific composer's work in order to better understand their inspiration and musical intentions. Students will compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures (CA State Standard 1.6). During each concert cycle (3-4 performances per semester), students will perform music from a variety of cultures and historical periods (CA State Standard 3.4). They will be able to analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context (CA State Standard 3.7). Students will listen to exemplar recordings and compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

#### Assignment:

At the beginning of the cycle students will be asked to assess their own playing and the ensemble's playing with respect to the genre of music and styles typical of the historical time period in which the piece was composed. After defining strengths and weakness, each student will create a set of goals to work toward in the personal practice and group rehearsal. Once performed for a final time, students will listen to their concert performance and then provide written self-evaluation on the progress of their goals as well as their growth in the understanding of the musical analysis. Students will also read a full instrument score and describe how the elements of music are used (CA State Standard 1.1).

#### Unit 3: Performance Achievement

##### Description:

Unit 3 will be in preparation of performances and side-by-side activities. The ensemble will have the opportunity to perform in concert and travel to perform at side-by-side events with the intermediate school and with the other high school orchestras. The chamber orchestra will also travel and perform in festivals outside of the Central Valley to experience a more diverse representation of orchestra performance. Travel and performing in concerts and festivals is a valuable experience for the students to have "real time" application and feedback on their performance and musicianship skills. In preparation for performances, students will show a mastery of their performance repertoire through playing tests, sectional work, and rehearsal work. Students will also demonstrate their sight-reading skills through regular practice and reflection.

##### Assignment:

Students will perform seating tests on specific excerpts of their performance repertoire. This test will either be completed in person or submitted for grading online. Students will also complete sight-reading exercises as an ensemble (CA State Standard 1.3).

#### Unit 4: Creative Expression

##### Description:

Unit 4 will focus on students applying their understanding of music theory, genres, styles, and culture to create and perform a varied repertoire of music (CA State Standard 2.4). Students will perform by themselves and in small ensembles utilizing music at an advanced level. From this experience they will begin to improvise and arrange music in small ensembles to express their interpretation of distinct styles of music (CA State Standard 2.7 and 2.8).

##### Assignment:

Students will work in a small ensemble to arrange a short composition with multiple parts that follows the patterns and techniques of a specific period, style and genre of music. Multiple parts will be created and arranged and students will perform their piece. Pieces will be recorded digitally and evaluated and critiqued by the students.

Unit 5:

Unit 6:

Unit 7:

Unit 8:

Unit 9:

Unit 10:

Unit 11:

#### **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

## 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 Carol Shanahan in the Curriculum & Instruction Department at Extension 70605 or at [carolshanahan@cusd.com](mailto:carolshanahan@cusd.com)
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- 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)

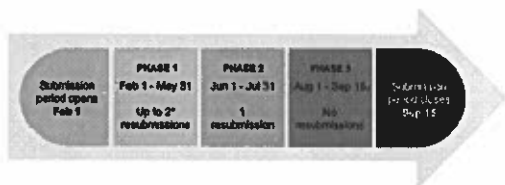
New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (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**  
**Eimear O'Farrell, Ed.D., District Superintendent** *(signature)*

**PROPOSAL**  
**New Course of Study/2020-21 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 checked="" 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 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? \_\_\_\_\_

o Indicate which ☐ 1 period ☐ 2 period

Is this an online 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? Cerritos High School/ABC Unified School District/VAPA

Course Title: <u>Concert Band</u>	
School(s): <u>Buchanan High School</u>	
Department: <u>Visual and Performing Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	John Lack <i>(signature)</i>
Learning Director	Aaron Morgan <i>(signature)</i>
Principal	Joe Aiello
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. <i>(signature)</i>

Associate Superintendent

Norm Anderson

**Course Codes**

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

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

**Choose:****Choose:****Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input checked="" 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 checked="" type="checkbox"/> 8 – Performing Arts	<input checked="" 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)		

**CAL PADS State Course Code**

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** Concert Band

### **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 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:** Concert Band

**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:** Concert Band is a year-long Beginning-Intermediate level course that is open to students in 9th-12th grade interested in participating in a wind ensemble through performance and academic content. It is a performance-based class designed for students with at least 1-year experience on a woodwind, brass or percussion instrument (Examples: Flute, Clarinet, Saxophone, Trumpet, Trombone, Tuba, Rhythm Instruments). Music from all major music periods will be rehearsed, analyzed, and performed. Music theory and music history are components of this class. Concert Band will perform at concerts, festivals and community events throughout the year. Attendance at performances is a required portion of the class.

**Prerequisites:** Concert Band is a performance-based class designed for students with at least 1-year experience on a woodwind, brass or percussion instrument (Examples: Flute, Clarinet, Saxophone, Trumpet, Trombone, Tuba, Rhythm Instruments).



**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 : Ensemble and Performance Technique**

**Description:**

Unit 1 will focus on developing skills in musicianship and ensemble performance. The students will learn about balance, color and sectional responsibilities and how to listen across the full ensemble to various instruments while placing their sound within the whole, analyzing if they are in an accompaniment role vs. leading role. Through the use of music theory, students will achieve a higher understanding of placement of their notes within a chord, intonation, musical form, expression, and interpretation. Students will participate in aural examples of various repertoire. They will be asked to analyze and describe musical events (CA State Standard 1.4). Students will learn a variety of ways to approach sight reading, breaking down the information they first have to process including time signature, key signature, tempo, architecture of the music (da capo, del segno etc.), looking for similarities for melody and rhythm patterns, breathing and phrasing. They will also learn how to break down a piece of music to learn different sections. For instance, one rehearsal will be to learn the beginning and ending while others will be used to focus on the middle “developmental” section.

**Assignment:**

Students will be presented with a piece of music and asked to identify the time signature, key signature, tempo, architecture of the music. They will be asked to describe the role of their instrument within the piece, in terms of sectional responsibility. Finally, they will be asked to sight read a shorter piece of music to demonstrate their understanding of basic music theory.

**Unit 2: Music Analysis**

**Description:**

Unit 2 will give the students the opportunity to learn a variety of composers across musical periods during the academic year. Through the research of each composer, students will better understand the commonalities and differences of the various

musical periods, genres, and styles. They will examine a specific composer's work in order to better understand their inspiration and musical intentions. During each concert cycle (minimum of 2 performances per semester), we will focus on one era or style of music. Students will listen to exemplar recordings and gain historical context for the music during each concert cycle.

**Assignment:**

At the beginning of the cycle students will be asked to assess their own playing and the ensemble's playing with respect to the sound/style desired. After defining strengths and weakness each student will create a set of goals to work toward in the personal practice and group rehearsal. Once performed for a final time, students will listen to their concert performance and then provide written self-evaluation on the progress of their goals as well as the growth in the understanding of the musical analysis.

**Unit 3: Performance Achievement**

**Description:**

Unit 3 will be in preparation of performances and side-by-side activities. The ensemble will have the opportunity to perform in concert and travel to perform at side-by-side events with the intermediate school. This is a valuable experience for the students to have "real time" application and feedback on their performance and musicianship skills. In preparation for performances, students will show a mastery of their performance repertoire through playing tests, sectional work, and rehearsal work. Students will also develop their sight-reading skills through regular practice and reflection.

**Assignment:**

Students will perform seating tests on specific excerpts of their performance repertoire. This test will either be completed in person or submitted for grading online. Students will also complete sight-reading exercises as an ensemble as well as individually (CA State Standard: 1.3).

**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

## 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 Carol Shanahan in the Curriculum & Instruction Department at Extension 70605 or at [carolshanahan@cUSD.com](mailto:carolshanahan@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)

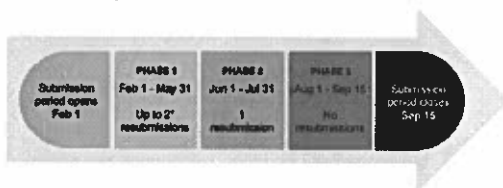
New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (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.





CALPADS

CLOVIS UNIFIED SCHOOL DISTRICT  
Eimear O'Farrell, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2020-21 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:

☒ Arts (Performing)

☐ Arts (Visual)

☐ English/Language Arts

☐ Mathematics

☐ Physical Education

☐ Science (Life)

☐ Science (Physical)

☐ Social Science

☐ World Language

☐ 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? \_\_\_\_\_

o Indicate which ☐ 1 period ☐ 2 period

Is this an online course? ☐ Yes

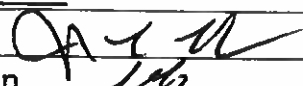


☒ No

Is this a CART course? ☐ Yes

☒ No

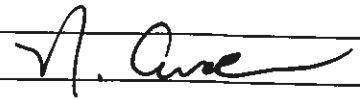
Is this course already approved by another school/district/program ☒ Yes ☐ No

- What is the name of the school/district/program? Portola High School/Irvine Unified School District/VAPA

Course Title: <u>Concert Orchestra</u>	
School(s): <u>Buchanan High School</u>	
Department: <u>Visual and Performing Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	John Lack 
Learning Director	Aaron Morgan 
Principal	Joe Aiello
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. 

Associate Superintendent

Norm Anderson



## Course Codes

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

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

**Choose:****Choose:****Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input checked="" 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 checked="" type="checkbox"/> 8 – Performing Arts	<input checked="" 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)		

## CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** Concert Orchestra

**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 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:** Concert Orchestra

**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:** Concert Orchestra is a year-long Intermediate-Advanced level performing ensemble for students in 9th-12<sup>th</sup> grade interested in participating in a string ensemble through performance and academic content. It is a performance-based class designed for students with at least 2-years experience on an orchestra string instrument (violin, viola, cello and bass). String music from all major music periods will be rehearsed, analyzed, and performed. Music theory and music history are components of this class. Concert Orchestra will perform at concerts, festivals and community events throughout the year. Attendance at performances is a required portion of the class.

**Prerequisites:** Concert Orchestra is a performance-based class designed for students with at least 2-years experience on an orchestra string instrument (violin, viola, cello and bass). Students who have successfully completed the String Orchestra class may participate in Concert Orchestra or they may audition for admission into the course.



**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 : Ensemble and Performance Technique**

**Description:**

Unit 1 will focus on increasing skills in musicianship and ensemble performance. The students will solidify their understanding of balance, color and sectional responsibilities and how to listen across the full string ensemble to various instruments while placing their sound within the whole, analyzing if they are in an accompaniment role vs. leading role. Through the use of music theory, students will achieve a higher understanding of placement of their notes within a chord, intonation, musical form, expression, and interpretation. Students will participate in aural examples of various repertoire. They will be asked to analyze and describe musical events (CA State Standard 1.4). Students will continue to learn a variety of ways to approach sight reading, breaking down the information they first have to process including time signature, key signature, tempo, architecture of the music (da capo, del segno etc.), looking for similarities for melody and rhythm patterns, bowings and phrasing. They will also learn how to break down a piece of music to learn different sections. For instance, one rehearsal will be to learn the beginning and ending while others will be used to focus on the middle "developmental" section.

**Assignment:**

Students will be presented with an intermediate to advanced piece of music and asked to identify the time signature, key signature, tempo, architecture of the music. They will be asked to describe the role of their instrument within the piece, in terms of sectional responsibility. Finally, they will be asked to sight read a shorter piece of Level 4-5 music to demonstrate their understanding of basic music theory.

**Unit 2: Music Analysis**

**Description:**

Unit 2 will give the students the opportunity to learn a variety of composers across musical periods during the academic year. Through the research of each composer, students will better understand the commonalities and differences of the various

musical periods, genres, and styles. They will examine a specific composer's work in order to better understand their inspiration and musical intentions. During each concert cycle (minimum of 2 performances per semester), we will focus on one era or style of music. Students will listen to exemplar recordings and gain historical context for the music during each concert cycle.

**Assignment:**

At the beginning of the cycle students will be asked to assess their own playing and the ensemble's playing with respect to the sound/style desired. After defining strengths and weakness each student will create a set of goals to work toward in the personal practice and group rehearsal. Once performed for a final time, students will listen to their concert performance and then provide written self-evaluation on the progress of their goals as well as the growth in the understanding of the musical analysis.

**Unit 3: Performance Achievement**

**Description:**

Unit 3 will be in preparation of performances and side-by-side activities. The ensemble will have the opportunity to perform in concert and travel to perform at side-by-side events with the intermediate school and with the other high school orchestras. This is a valuable experience for the students to have "real time" application and feedback on their performance and musicianship skills. In preparation for performances, students will show a mastery of their performance repertoire through playing tests, sectional work, and rehearsal work. Students will also develop their sight-reading skills through regular practice and reflection.

**Assignment:**

Students will perform seating tests on specific excerpts of their performance repertoire. This test will either be completed in person or submitted for grading online. Students will also complete sight-reading exercises as an ensemble (CA State Standard: 1.3).

**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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☐ Textbook   ☐ Literary Text   ☐ Manual   ☐ Periodical   ☐ Scholarly Article   ☐ Website   ☐ Multi Media  
☐ Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

☐ Primary Text

☐ Read in entirety or near entirety

☐ Textbook   ☐ Literary Text   ☐ Manual   ☐ Periodical   ☐ Scholarly Article   ☐ Website   ☐ Multi Media  
☐ Other

Title:

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Publication Date:

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## Instruction Page

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  - Adopt a program course (CART, ROP, PLTW, etc)
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- Carol Shanahan will review. Once all areas are satisfied, the course will be submitted to UC for review.
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### 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)

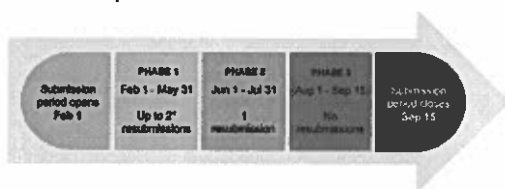
New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (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**  
**Eimear O'Farrell, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2020-21 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 checked="" 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? Manufacturing and Product Design
- What is the name of the Pathway? Product Innovation and Design

Is this a ROP course? ☒ Yes in Jan 2020 ☐ No

- If yes, what is the industry sector? Manufacturing and Product Design
- What is the name of the Pathway? Product Innovation and Design

○ Indicate which ☐ 1 period ☒ 2 period

Is this an online 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>Manufacturing and Product Design</u>	
School(s): <u>Clovis North High School</u>	
Department: <u>Science</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Lavinia Terra
Learning Director	Jonathan Bowns
Principal	Joshua Shapiro
Area Superintendent	Darin Tockey <i>D. E. T.</i>
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. <i>Debbie Parra</i>
Associate Superintendent	Norm Anderson <i>N. Anderson</i>

**Course Codes**

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

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

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input checked="" type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input checked="" type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input 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)		

### CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Manufacturing and Product Design

### **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:** Mfg and Prod Dsgn

**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 teaches safe use of machinery, machining processes, essential elements of mechanical systems, mechanical drives (gears, belts and pulleys, clutches), mechanical hardware, bushings, bearings, lubrication systems, basic properties of materials, hydraulics and pneumatics, preventative maintenance, basic hand and power tools, and basic precision dimensional measurement. Additionally, this hands on, project based, class teaches the fundamentals of the engineering design process and the product development cycle. Students design, create and develop new products in the classroom, and use shop tools and equipment to build prototypes of their designs. They also develop and refine their job and problem solving skills by understanding engineering terminology / concepts, and by working in small teams to build and present complex engineering projects to industry partners.

**Prerequisites:** Grade of B or better in Math 1 ( or B or A in higher level math course) and CAD and Engineering (or proof of competency by exam).



**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:** Students learn the function and purpose of various hand tools and power tools while also learning proper usage, storage and maintenance. Students learn the process of "lockout-tagout" of machinery in order to maintain equipment, diagnose potential malfunctions and keep users safe. Specific "systems safety" is addressed for the units on hydraulics, pneumatics and mechanical power transmission systems. OSHA training is provided during this course and students have the opportunity to earn the "10 Hour" OSHA Safety Certification.

**A. Sample assignment:** Students will complete the Safety Quiz & Read/Sign Lab Safety Policies and Procedures.

**B. How students complete the assignment:** Students train other students by giving a safety presentation based on OSHA safety topics.

**C. What the students learn:** Students will be aware of the hazards associated with automated machines and determine appropriate safety methods for working around machinery. Students will be able to use various power tools accurately and safely.

**Unit 2:**       **Mechanical Fabrication:** Students learn how threaded fasteners operate within a system to attach and connect parts using various threaded configurations, grades and materials. Students learn about different wrenches and the appropriate wrench for a specified task, including hex wrenches, torque wrenches, pipe wrenches, ratcheting wrenches, and adjustable wrenches. Students learn about various screwdrivers and the appropriate application for the task at hand including, Phillips head, flat head screwdrivers and ratcheting screwdrivers. Students learn how to use tools to connect threaded fasteners using different pliers including jaw pliers, lineman pliers, adjusting slip joint pliers, diagonal pliers, snap ring pliers and needle nose pliers. Additionally, students learn when to utilize locking devices to steady parts while working on them. Finally, students learn the function and operation of multiple portable power tools including hand drill, impact driver, circular saw, pneumatic nail gun, reciprocating saw, sander and Dremmel tools.

**A. Sample assignment:** Threaded Fasteners: given a bolt, identify type, pitch, grade and size.

B. How students complete the assignment: Assembly Concepts/wrenches: Students will assemble project on fabrication trainer.

C. What the students learn: Students will be able to determine the appropriate bearing or bushing choice, the appropriate seal gasket or packing material to be used, the proper lubrication material and method, and the proper maintenance procedure and interval when given a mechanism for design, maintenance or repair. Students will be able to select the proper fastening, machining or joining process, as well as demonstrate or explain the proper use and function of the chosen process when given a task to perform where materials, mechanical systems, or structural systems are to be fastened, joined or machined.

Unit 3: Mechanical Drives - Students are introduced to mechanical drives, key fasteners, and torque and power measurement including transmissions, gears, gearboxes, shafts, splines, belts, chains, screws, springs, pulleys, lubricants, clutches, and pumps. After learning the basic mechanics of a mechanical drive, students learn to calculate mechanical efficiency, and prepare power transmission. Students learn to determine the appropriate drive for a project including V-belt drives, chain drives, spur gear drives, multiple shaft drives, and synchronous belt drives. In order to maintain machinery within mechanical drives, students learn lubrication concepts, precision shaft alignment, couplings, and laser shaft alignment. Finally students are taught how to design, select, create and maintain solid plain bearings, ball bearings, roller bearings, gaskets and seals.

A. Sample assignment: Machine Installation: Measure shaft, bearings, couplings and other component sizes in a power transmission system to identify correct shaft size.

B. How students complete the assignment: Students will measure shaft speed using a hand held tachometer.

C. What the students learn: Students will learn to align components on a power transmission system: shafts, bearings, couplings on belt, chain and gear driven systems. Students will be able to employ the correct calculations for RPM and torque of mechanical drive systems, including chain/gear, gear-gear drive, and belt/pulley systems, as well as correctly explain the benefits and limitations of each mechanical drive system.

Unit 4: Pneumatic Systems - Students will get an introduction to pneumatics and understanding that pneumatics makes use of pressurized gas to control physical

systems. Students learn basic pneumatic circuits as an interconnected set of components that convert compressed gas (usually air) into mechanical work. To that end, students learn how pressure and flow effect pneumatic systems. Additionally, students learn about speed control to control the output of the pneumatics system. Then, students learn about Desktop Cloud Visualization applications (DCV Applications) in order to remotely access 2-way, 3-way and 4-way open and closed pneumatics sytems. Students then learn about air logic that performs any function normally handled by relays, pressure or vacuum switches, time delays, limit switches, and counters. Finally, students learn proper pneumatic maintenance utilizing the tools and lubricants from this unit.

A. Sample assignment: Students will be asked to troubleshoot leak management for a pneumatics system. Students will assemble pneumatic circuits from schematics that use valves, cylinders and pneumatic motors.

B. How students complete the assignment: Students will be given a written problem as reported by the consumer on their pneumatics system. From that report, students will assess the machinery, determine the cause, and present a solution for repairing the issue.

C. What the students learn: Students will learn to calculate mechanical force based on pressure in cylinder. Students will be able to troubleshoot leak management for pneumatic systems.

Unit 5:       Hydraulic Systems: Students are introduced to hydraulic systems and learn overarching safety protocols related to aquasi-hydrostatic drive or transmission system that uses pressurized hydraulic fluid to power hydraulic machinery. Students learn the three main kinds of hazards related to hydraulic systems: burns from the hot, high pressure spray of fluid; bruises, cuts or abrasions from flailing hydraulic lines; and hydraulic injection of fluid into the skin. To that end, students learn proper coupling of high and low pressure hydraulic components and pressure relief valves as important safety measures. Students then learn about power and circuits connectors including connectors, magnetics, overvoltage and overcurrent circuit protection. Finally, students learn about pressure and flow, speed control, and pressure controlled circuits.

A. Sample assignment: Students will assemble hydraulic circuits from schematics that use valves, cylinders and hydraulic motors.

B. How students complete the assignment: Students will be given a written problem as reported by the consumer on their hydraulics system. From that report, students will assess the machinery, determine the cause, and present a solution for repairing the issue.

C. What the students learn: Students will be able to calculate mechanical force based on pressure in cylinder.

Unit 6:       Project: Students will be given a project based on real life application at the teacher discretion. Students will plan, design, prototype, test, redesign and present a system that the teacher assigns.

A. Sample assignment:

Individual: Given a handful of used components. Students are expected to determine replacement parts and attempt to clean and repair used part to determine if it is serviceable or determine the root cause of failure.

Group: Given a handful of mechanical components build a system or build a power transmission system.

B. How students complete the assignment: Using knowledge from the semester, students will utilize available tools and machinery to complete the project.

C. What the students learn: Students will learn to think critically in time sensitive situations, learn to work with others when they cannot find the solutions in isolation, and identify resources needed to complete the task.

Unit 7:       Read/edit CAD files: Using SolidWorks, AutoCAD and other 3D modeling programs, students will learn how to read and edit 3D files. Students will learn the different types of misalignment, including parallel and angular misalignment. Students will learn the process of measuring thermal growth using one of three models: dilatometry, interferometry, and thermomechanical analysis. Students will learn material coupling types that include: jaw coupling, sleeve coupling, tire coupling, disc coupling, and diaphragm coupling, and various gear couplings. Next, students learn how to adjust the axis of freedom which is the freedom of movement of a rigid body in three-dimensional space. Finally, students learn to calculate the load, work, and size of a cylinder for a particular application.

A. Sample assignment: Using 3D modeling software, students are tasked with sketching a basic orthographic view.

B. How students complete the assignment: Using CAD, draw a basic image.

C. What the students learn: Students will be able to effectively maneuver through 3D modeling software to draw, modify and interpret various 2D and 3D models.

Unit 8: Computer Integrated Design and Manufacturing; Students learn about manual, mass and flexible manufacturing in a historical perspective and how both produce salable finished products at as low a cost as possible while still maintaining acceptable standards of quality, functionality, and timeliness. Students then study the computer aided product design process in relation to; CAD and geometric modeling, Computer-Aided Manufacturing (CAM) and process planning, optimization in product and process realization, information modeling for product and process design; knowledge-based reasoning and representations in product and process development, and computer-aided sustainable design and manufacturing. Additionally, students study specific eras in history and plan, design, prototype and test a product that would have solved a societal issue. Finally students analyze a number of technological innovations from decades and centuries past and evaluate their effectiveness in solving the engineering problem for which it was developed.

A. Sample assignment: Create a product based off of customer specifications from a given decade in history.

B. How the student completes the assignment: Students will create a mold or die, in injection molded case and various 3D parts using the CAD software for a product that was an innovation from a previous decade.

C. What the students learn: Students learn that products/designs are in a constant state of change and preparing designs that can withstand changes make a product more valuable and viable.

Unit 9: Advanced Solid Modeling; Using SolidWorks, AutoCAD and other 3D modeling software, students will enhance their previous knowledge by learning how to model advanced shapes. Students will learn about different types of materials management in product development including injection part design and sheet metal fabrication. Students will learn the process of top down assembly modeling, learning to break down more complex models into smaller, manageable projects. Finally, students will work in teams to manage a large project, utilize top-down design, and work collaboratively in smaller teams to create a final product that incorporates all the sub-teams designs into a cohesive final product.

A. Sample assignment: Students will apply the advanced modeling techniques to design and create containers with various shapes and a flashlight using the CAD software.

B. How students complete the assignment: Using 3D modeling software, students will be given a timeframe to complete the final 3D drawings and project.

C. What the students learn: Students learn to apply 3D modeling techniques to real-world situations and learn how to problem solve and seek additional resources when necessary.

Unit 10:      Employability Skills: Students are introduced to the US Department of Labor, Bureau of Labor and Statistics website and are tasked with researching jobs in the manufacturing, design and product development industries. Students will hear from guest speakers in the manufacturing industry and professional organizations like the Association for Packaging and Processing Technologies, SWE (Society of Women Engineers) and ASME (American Society of Mechanical Engineers) about jobs and careers in the manufacturing and design fields. Students will learn how to complete a job application, develop skills that will help them create a meaningful resume, and practice interview skills. Finally, students will research what skills employers find most valuable in promoting from within their organizations in order to be a lifelong learner and help in learning job retention skills.

A. Sample assignment: Students will be asked to create a resume and fill out a job application.

B. How students complete the assignment: Using templates and exemplars, students will successfully develop a resume demonstrating job skills learned and complete a job application that is legible and error free.

C. What the student learns: Students will learn employability skills and how to best represent them on paper.

Unit 11:      N/A

Unit 12:      N/A

Unit 13:      N/A

Unit 14:      N/A

Unit 15:      N/A

**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: Klein Educational Systems

Edition:

Publication Date:

Publisher:

Author(s): Amatrol Systems for Education

URL Resources:

Website URL: <https://www.kleineducational.com/technical-vocational> (Subscription based)

Usage:

☒Primary Text

☐Read in entirety or near entirety

☐Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
☐Other

Title: OSHA Website

Edition:

Publication Date:

Publisher: California Department of Industrial Relations, Cal/OSHA Safety and Health

Author(s):

URL Resources:

Website URL: [https://www.dir.ca.gov/dosh/dosh\\_publications/trainingreq.htm](https://www.dir.ca.gov/dosh/dosh_publications/trainingreq.htm)

Usage:

☐Primary Text

☐Read in entirety or near entirety

☒Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
☐Other

Title: Product Design and Development (Irwin Marketing) 6th Edition

Edition: 6th

Publication Date: 2015

Publisher: McGraw-Hill Education

Author(s): Karl T. Ulrich and Steven D. Eppinger

URL Resources: [https://www.academia.edu/35451150/\\_product\\_design\\_and\\_development\\_ulrich\\_karl\\_srg](https://www.academia.edu/35451150/_product_design_and_development_ulrich_karl_srg)

Website URL:

Usage:

☐Primary Text

☐Read in entirety or near entirety

☐Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
☐Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

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Usage:

☐Primary Text

☐Read in entirety or near entirety



## 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 Carol Shanahan in the Curriculum & Instruction Department at Extension 70605 or at [carolshanahan@cUSD.com](mailto:carolshanahan@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**  
**Eimear O'Farrell, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2020-21 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? \_\_\_\_\_

◦ Indicate which ☐ 1 period ☐ 2 period

Is this an online 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? \_\_\_\_\_

<b>Course Title:</b> <u>Peer Counseling</u>	
<b>School(s):</b> <u>All Clovis Unified High Schools</u>	
<b>Department:</b> <u>Non-Departmental</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Cassidy Salinas <i>Cassidy Salinas</i>
Learning Director	Amanda Howes <i>Amanda Howes</i>
Principal	Stephanie Hanks <i>A. Hanks</i>
Area Superintendent	Scott Dille <i>Scott Dille</i>
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. <i>Debbie Parra</i>
Associate Superintendent	Norm Anderson <i>Norm Anderson</i>

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

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

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input checked="" type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input 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)		

### CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** Peer Counseling

### **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 checked="" type="checkbox"/> Enterprise High School   |
|   | <input checked="" type="checkbox"/> Community Day School     |
|   | <input checked="" 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:** The goal of this year-long class is to train students in communication techniques and core counseling skills used to provide peer socio-emotional support and intervention. Peer counselors are certified in decision-making, problem solving, conflict/resolution, and other peer-helping strategies. Throughout the course, peer counseling students will participate in lessons focusing on frame of reference, judgements, values, conflict-mediation and life skills. In addition, peer counselors provide community service to the Fresno/Clovis area. Peer counselors are responsible for forming Ambassador teams that teach refusal skills, anti-bullying skills, drug, and alcohol and tobacco prevention.

**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 : Course Commitments**

**Description:** Students begin learning and understanding their role, responsibility, and commitment as peer counselors. The teacher relays appropriate responsibilities to peer counselors and discusses their unique responsibility and support within their school, district area, and community. In addition, data is analyzed with students discussing the positive effects of peer counseling programs throughout schools in the United States. The students learn the peer counseling classroom is a safe environment. Students learn about and agree to uphold course requirements and expectations, such as confidentiality, duty to inform, and mandated reporting. Furthermore, the course syllabus is discussed and peer counseling students make a year-long course commitment to their school and community.

**Assignment:** Peer counseling students sign a series of contracts indicating they are capable and committed to providing peer support to their peers. Students sign a confidentiality agreement, as well as a pledge to remain drug, alcohol, and tobacco free while taking on the responsibility of being a peer counselor. Finally, students attend a mandatory district training where they complete communication-skills learning activities and tactics used in peer intervention and support. Through a series of contracts and training, peer counselors gain the knowledge necessary to better communicate and better serve other high school students.

**Unit 2: Pre-Training Basics**

**Description:** Peer counseling students participate in a team-building process associated with reaching certification of counseling techniques. Students learn information about others, as well as themselves, when considering the peer support process. Students will examine their own frames of reference, make judgements, and will compare/contrast values in an effort to understand more about themselves, as well as a broader understanding of empathy as it relates to their peers. Students will also explore other topics such as cultural diversity and inclusion in an effort to understand more about their peers and generalized bias experienced amongst teens today.

**Assignment:** Throughout the "Values Auction", peer counseling students will have a chance to clarify their values. Students will have an opportunity to explore their own life priorities and those of others. Students will be given a strict budget of \$1,000 to spend on items they deem important, such as marriage, a home, a college education, and items related to their personal definition of true happiness. After creating their budget, peer counseling students will examine how their money was spent in an effort to spark conversation and reflection about their priorities. In conclusion, peer counseling students will understand that an individual's values and priorities vary. The students will relate their learning to better respecting people's differences and appreciating other's values.

### **Unit 3: Core Skills Training**

**Description:** Peer counseling students will learn the counseling process. Guided by the teacher, students will participate in both non-verbal and verbal communication activities eliciting different types of feedback by asking open and closed questions, as well as paraphrasing for content and feeling. Students will practice their skills by being paired up with another student, or "home person," and asked to counsel each other. Peer counseling students learn the power of active "role-playing" and how it increases their understanding and skills. The students receive several hours of training using the tools they are taught in class. Finally, peer counseling students are taught to guide others (not give advice) when counseling and how help other's make the most appropriate choice for him/herself when facing a particular problem or issue. Teachers equip students with a variety of scenarios and situations allowing them to practice using the tools they have learned to counsel their classmates.

**Assignment:** In a lesson entitled "Mixed Up Feelings", peer counseling students are asked to identify feelings, as well as inconsistencies between what someone may feel and how they may act or what they may say. This helps prepare the peer counseling students for paraphrasing what the counseled student has shared using both content and feelings. Students participate in an activity similar to "musical chairs," where students take turns choosing both a feeling card and a sentence strip, expressing "one-liners" demonstrating everyday information. For example, a student may choose the feeling "sad" and the "one-liner" stating: "Will you please pass the mashed potatoes". It is the peer counseling students' responsibility to say the "one-liner" using the feeling assigned. With this activity, students better understand the meaning behind mixed messages and are able to better decipher what someone is saying in relation to their behavior. The lesson emphasizes that the way people express things may differ from

what they feel or are actually saying. Saying the words "Will you please pass me the mashed potatoes" sadly is different from saying the same statement using an angry or happy tone. Peer counselors learn to paraphrase what they hear and see in order to act as a clarifier for others that may be confused, and are not willing or scared to share what is true for them in any given counseling situation.

#### Unit 4: Supplemental Skills Training

**Description:** Peer counseling students will be presented with and learn about the common roadblocks that may arise during a counseling session. Students will practice using what are called "I Messages" with the counseled, as well as identify and decode certain communication stoppers that can occur within the counseling session. In this section, the peer counseling teacher will also review limits to inform and counseling scenarios that may need to be reported to school personnel in order to provide students additional socio-emotional intervention and support. Peer counseling students also learn the importance of proper record-keeping such as proper session summary entries, following up with clients, using appropriate timing, etc.

**Assignment:** During the lesson "Check Yourself!", peer counseling students learn that they sometimes can be the reason why a counseling session may not be progressing as planned, or be non-productive. In a role-playing activity, designated student(s) are asked to respond to everyday counseling scenarios using a poor means of communication, otherwise referred to as a "communication stopper". Students are asked to "slam doors" of communication by doing things such as listening, then telling the counseled what to do, cracking jokes, or even minimizing the problem and talking about themselves. Peer counseling students quickly learn that this is not appropriate behavior, and look to avoid these "communication stoppers" in their future sessions. The teacher reiterates that communication stoppers can ruin a counseling session, while the students gain a broader understanding about the importance of the words they choose to use in a session. Students further understand how their words and attitude can positively or negatively impact a counseling session outcome, and ultimately lose or gain trust within a client/counselor relationship.

#### Unit 5: Certification

**Description:** Once all peer counseling students have demonstrated correct steps within the core skills and supplemental skills training, they will be certified as peer counselors for their particular school site. Once certified, peer counselors can begin



meeting with members of the student body. They meet with students referred by school staff through a "request for intervention". This can also be done by filing out an anonymously written or electronic form that is sent to the Peer Counseling teacher. As they meet with peers, the peer counseling students increase their knowledge of proper client record keeping, using items such as the class records binder, peer counseling requests for intervention, call passes, and log sheets. All paperwork is kept secure and confidential by the peer counseling teacher.

**Assignment:** Peer counseling students become certified once they can demonstrate all prior counseling core conditions and skills training. More specifically, they participate in what is referred to as a "Rating The Helper" activity. In this particular activity, students counsel a partner in class and are rated on the following three main concepts: introduction (stating limits), paraphrasing, and guiding without giving advice. Once these three concepts are correctly demonstrated within a role-play situation as the counselor, the peer counseling teacher or district representative deems them certified. This process requires written feedback that is shared with the peer counselor at the end of the mock session. Once certified, peer counseling students will be assigned clients, and will serve the student body through socio-emotional support.

#### Unit 6: Life Skills Projects

**Description:** Peer Counseling students complete a research project on a topic affecting other teens across the nation. These topics vary from year to year regarding current events and may include the following: teen pregnancy, social media, drug/alcohol abuse, mental health disorders, or cultural diversity/inclusion. Students work in groups to research their topics, and present a full 35-45 minute lesson to the class regarding their findings. In completing this project, peer counseling students will do research by conducting interviews, analyzing data, and summarizing positive and negative teen outcomes with regards to the themes listed above. Peer counseling teachers will provide a rubric in which student projects are graded using overall presentation, delivery, summarized findings, class activity, and concluding evidence.

**Assignment:** Peer counseling students will be exposed to several current events involving United States teens and their overall mental health. Students will be able to broaden their knowledge of teen mental health by further understanding the effects of teen drug/alcohol abuse as a negative coping mechanism for teens exposed to traumas such as bullying, domestic violence, drug abuse, etc. In an article entitled

"Helping Teenagers Quit Vaping", peer counseling students are exposed to the recent trends with regards to teen vaping and the epidemic. Peer counseling students are asked to deconstruct, or "jigsaw" the article into parts, then present the facts to the class, gaining a broader knowledge of the effects. After an individually written reflection and class discussion, veteran students and peer counseling officers are invited to attend a school-wide "Anti-Vaping Task Force Meeting", where they will meet with school administration and teachers to crack down on teen vaping throughout the campus. Peer counselors will continue to work with the teacher as well as other school administration/district personnel to identify students involved in illegal vaping activity, as well as provide socio-emotional support for those who require mental health support.

Unit 7:

Unit 8:

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: Peer Advocates In Action: A Step-By-Step Curricular Guide For Trainers And Coordinators Of Peer Resource Programs

Edition: 1st

Publication Date: 2019

Publisher: Peer Advocates Training and Consulting

Author(s): Hillary Roberts, M.Ed.

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: Peer Resources: A Youth-To-Youth Peer Helping, Peer Counseling, Peer Advocacy and Restorative Practices Model For Secondary School Youth (Step-By-Step Curricular Guide For Educators And Program Coordinators

Edition: 1st

Publication Date: 2019

Publisher: Peer Advocates Training and Consulting

Author(s): Hillary Roberts, M.Ed.

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: Olive Street Bridge: Alcohol And Drug Prevention Services Peer Counseling Training Manual

Edition: 1st

Publication Date: June 1990; revised 1991

Publisher: Olive Street Bridge Prevention Staff Community Hospitals Of Central California

Author(s): Olive Street Bridge Prevention 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: Peer Power: Book One

Edition: 4th

Publication Date: 2009

Publisher: Taylor & Francis Group, LLC

Author(s): Judith A. Tindall, Ph.D.

URL Resources:

Website URL: [www.routledgejournalofmentalhealth.com/peer-power](http://www.routledgejournalofmentalhealth.com/peer-power)

Usage:

☐Primary Text

☐Read in entirety or near entirety

☐Textbook ☒Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
☐Other

Title: Caring And Sharing: Becoming A Peer Facilitator

Edition: 2nd

Publication Date: 2000

Publisher: Educational Media Corporation

Author(s): Robert D. Myrick and Tom Erney

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: Friends Helping Friends: A Handbook For Helpers  
Edition: 2nd  
Publication Date: 2003  
Publisher: Educational Media Corporation  
Author(s): Carol Painter  
URL Resources:  
Website URL:  
Usage:

☐ Primary Text

☐ Read in entirety or near entirety

☐ Textbook ☐ Literary Text ☐ Manual ☐ Periodical ☐ Scholarly Article ☐ Website ☐ Multi Media  
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Publisher:  
Author(s):  
URL Resources:  
Website URL:  
Usage:

☐ Primary Text

☐ Read in entirety or near entirety

## 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 Carol Shanahan in the Curriculum & Instruction Department at Extension 70605 or at [carolshanahan@cUSD.com](mailto:carolshanahan@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)

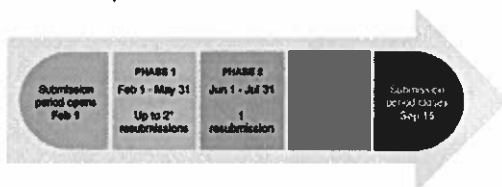
New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (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.





CALPADS

CW

CLOVIS UNIFIED SCHOOL DISTRICT  
Eimear O'Farrell, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2020-21 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:

☒ Arts (Performing)

☐ Arts (Visual)

☐ English/Language Arts

☐ Mathematics

☐ Physical Education

☐ Science (Life)

☐ Science (Physical)

☐ Social Science

☐ World Language

☐ 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? \_\_\_\_\_

◦ Indicate which ☐ 1 period ☐ 2 period

Is this an online course? ☐ Yes

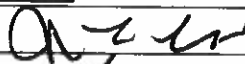


☒ No

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? Portola High School/Irvine Unified School District/VAPA

Course Title: <u>String Orchestra</u>	
School(s): <u>Buchanan High School</u>	
Department: <u>Visual and Performing Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	John Lack 
Learning Director	Aaron Morgan 
Principal	Joe Aiello
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. 

Associate Superintendent

Norm Anderson

**Course Codes**

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

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

**Choose:****Choose:****Choose:**

Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input checked="" 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 checked="" type="checkbox"/> 8 – Performing Arts	<input checked="" 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)		

**CAL PADS State Course Code**

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.



# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** String Orchestra

### **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 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:** String Orchestra

**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:** String Orchestra is a year-long Beginning-Intermediate level performing ensemble open to students in 9<sup>th</sup>-12<sup>th</sup> grade interested in participating in a string ensemble through performance and academic content. It is a performance-based class designed for students with at least 1-year experience on an orchestra string instrument (violin, viola, cello and bass). String music from all major music periods will be rehearsed, analyzed, and performed. Music theory and music history are components of this class. String Orchestra will perform at concerts, festivals and community events throughout the year. Attendance at performances is a required portion of the class.

**Prerequisites:** String Orchestra is a performance-based class designed for students with at least 1-year experience on an orchestra string instrument (violin, viola, cello and bass).

**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 : Ensemble and Performance Technique**

**Description:**

Unit 1 will focus on developing skills in musicianship and ensemble performance. The students will learn about balance, color and sectional responsibilities and how to listen across the full string ensemble to various instruments while placing their sound within the whole, analyzing if they are in an accompaniment role vs. leading role. Through the use of music theory, students will achieve a higher understanding of placement of their notes within a chord, intonation, musical form, expression, and interpretation. Students will participate in aural examples of various repertoire. They will be asked to analyze and describe musical events (CA State Standard 1.4). Students will learn a variety of ways to approach sight reading, breaking down the information they first have to process including time signature, key signature, tempo, architecture of the music (da capo, del segno etc.), looking for similarities for melody and rhythm patterns, bowings and phrasing. They will also learn how to break down a piece of music to learn different sections. For instance, one rehearsal will be to learn the beginning and ending while others will be used to focus on the middle “developmental” section.

**Assignment:**

Students will be presented with a piece of music and asked to identify the time signature, key signature, tempo, architecture of the music. They will be asked to describe the role of their instrument within the piece, in terms of sectional responsibility. Finally, they will be asked to sight read a shorter piece of music to demonstrate their understanding of basis music theory.

**Unit 2: Music Analysis**

**Description:**

Unit 2 will give the students the opportunity to learn a variety of composers across musical periods during the academic year. Through the research of each composer, students will better understand the commonalities and differences of the various

musical periods, genres, and styles. They will examine a specific composer's work in order to better understand their inspiration and musical intentions. During each concert cycle (minimum of 2 performances per semester), we will focus on one era or style of music. Students will listen to exemplar recordings and gain historical context for the music during each concert cycle.

**Assignment:**

At the beginning of the cycle students will be asked to assess their own playing and the ensemble's playing with respect to the sound/style desired. After defining strengths and weakness each student will create a set of goals to work toward in the personal practice and group rehearsal. Once performed for a final time, students will listen to their concert performance and then provide written self-evaluation on the progress of their goals as well as the growth in the understanding of the musical analysis.

**Unit 3: Performance Achievement**

**Description:**

Unit 3 will be in preparation of performances and side-by-side activities. The ensemble will have the opportunity to perform in concert and travel to perform at side-by-side events with the intermediate school. This is a valuable experience for the students to have "real time" application and feedback on their performance and musicianship skills. In preparation for performances, students will show a mastery of their performance repertoire through playing tests, sectional work, and rehearsal work. Students will also develop their sight-reading skills through regular practice and reflection.

**Assignment:**

Students will perform seating tests on specific excerpts of their performance repertoire. This test will either be completed in person or submitted for grading online. Students will also complete sight-reading exercises as an ensemble (CA State Standard: 1.3).

**Course Material:**

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

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

☐Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
☐Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

☐Primary Text

☐Read in entirety or near entirety

☐Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
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## *Instruction Page*

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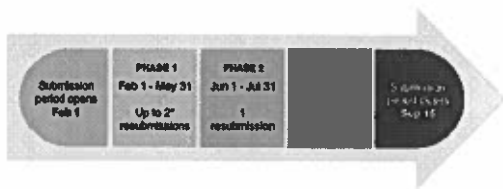
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### **Phase 2** (June 1 - July 31)

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**  
**Eimear O'Farrell, Ed.D., District Superintendent** *cs*

**PROPOSAL**  
**New Course of Study/2020-21 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:

☒ Arts (Performing)

☐ Arts (Visual)

☐ English/Language Arts

☐ Mathematics

☐ Physical Education

☐ Science (Life)

☐ Science (Physical)

☐ Social Science

☐ World Language

☐ 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? \_\_\_\_\_

• Indicate which ☐ 1 period ☐ 2 period

Is this an online 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>Symphonic Band</u>	
School(s): <u>Buchanan High School</u>	
Department: <u>Visual and Performing Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	John Lack <i>[Signature]</i>
Learning Director	Aaron Morgan <i>[Signature]</i>
Principal	Joe Aiello
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D. <i>[Signature]</i>
Associate Superintendent	Norm Anderson <i>[Signature]</i>

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

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

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input checked="" 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 checked="" type="checkbox"/> 8 – Performing Arts	<input checked="" 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)		

### CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.



# ***COURSE SUBMISSION FOR APPROVAL***

## **Basic Course Information:**

**Course Title:** Symphonic Band

### **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 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:** Symphonic Band

**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:** Symphonic Band is a year-long Intermediate-Advanced level course that is open to students in 9th-12th grade interested in participating in a wind ensemble through performance and academic content. It is a performance-based class designed for students with at least 2-years experience on a woodwind, brass or percussion instrument (Examples: Flute, Clarinet, Saxophone, Trumpet, Trombone, Tuba, Rhythm Instruments). Music from all major music periods will be rehearsed, analyzed, and performed. Music theory and music history are components of this class. Symphonic Band will perform at concerts, festivals and community events throughout the year. Attendance at performances is a required portion of the class.

**Prerequisites:** Symphonic Band is a performance-based class designed for students with at least 2 years of experience on a woodwind, brass or percussion instrument (Examples: Flute, Clarinet, Saxophone, Trumpet, Trombone, Tuba, Rhythm Instruments). Students who have successfully completed the Concert Band Class may participate in Symphonic Band or they may audition for admission into the course.

**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 : Ensemble and Performance Technique**

**Description:**

Unit 1 will focus on increasing skills in musicianship and ensemble performance. The students will solidify their understanding of balance, color and sectional responsibilities and how to listen across the full ensemble to various instruments while placing their sound within the whole, analyzing if they are in an accompaniment role vs. leading role. Through the use of music theory, students will achieve a higher understanding of placement of their notes within a chord, intonation, musical form, expression, and interpretation. Students will participate in aural examples of various repertoire. They will be asked to analyze and describe musical events (CA State Standard 1.4). Students will continue to learn a variety of ways to approach sight reading, breaking down the information they first have to process including time signature, key signature, tempo, architecture of the music (da capo, del segno etc.), looking for similarities for melody and rhythm patterns, breathing and phrasing. They will also learn how to break down a piece of music to learn different sections. For instance, one rehearsal will be to learn the beginning and ending while others will be used to focus on the middle “developmental” section.

**Assignment:**

Students will be presented with a piece of music and asked to identify the time signature, key signature, tempo, architecture of the music. They will be asked to describe the role of their instrument within the piece, in terms of sectional responsibility. Finally, they will be asked to sight read a shorter piece of music to demonstrate their understanding of basic music theory.

**Unit 2: Music Analysis**

**Description:**

Unit 2 will give the students the opportunity to learn a variety of composers across musical periods during the academic year. Through the research of each composer, students will better understand the commonalities and differences of the various

musical periods, genres, and styles. They will examine a specific composer's work in order to better understand their inspiration and musical intentions. During each concert cycle (minimum of 2 performances per semester), the focus will be on one era or style of music. Students will listen to exemplar recordings and gain historical context for the music during each concert cycle.

**Assignment:**

At the beginning of the cycle students will be asked to assess their own playing and the ensemble's playing with respect to the sound/style desired. After defining strengths and weakness each student will create a set of goals to work toward in the personal practice and group rehearsal. Once performed for a final time, students will listen to their concert performance and then provide written self-evaluation on the progress of their goals as well as the growth in the understanding of the musical analysis.

**Unit 3: Performance Achievement**

**Description:**

Unit 3 will be in preparation of performances and side-by-side activities. The ensemble will have the opportunity to perform in concert and travel to perform at side-by-side events with the intermediate school and with other high school wind ensembles. This is a valuable experience for the students to have "real time" application and feedback on their performance and musicianship skills. In preparation for performances, students will show a mastery of their performance repertoire through playing tests, sectional work, and rehearsal work. Students will also develop their sight-reading skills through regular practice and reflection.

**Assignment:**

Students will perform seating tests on specific excerpts of their performance repertoire. This test will either be completed in person or submitted for grading online. Students will also complete sight-reading exercises as an ensemble as well as individually (CA State Standard: 1.3).

**Unit 4: Scales and Form**

**Description:**

Students will be able to perform major and minor scales around the circle of fifths. Scales should be memorized. Knowledge of these scales enables students to play in the more common keys written for ensembles at this level and improves the capability to sight-read large and small group music more readily.

Students will be introduced to basic musical forms such as A-B, A-B-A, typical march form and others. Students will be able to identify and recognize basic musical forms and patterns with guidance from the director. Throughout the year, students work toward independent recognition of forms when hearing a live or recorded piece of symphonic band music.

**Assignment:**

A key assignment would involve students listening to recordings or playing through a pieces in rehearsal that are built upon different musical forms and patterns. Examples may be an A-B-A Overture form, a typical American March, or a Rondo. On a worksheet, students will diagram the form upon which the piece is based and describe the melodic, rhythmic, and harmonic ideas that are evident in each section of the form. This will show an understanding of contrasting musical patterns and knowledge of musical form through listening critically to various pieces.

Unit 5:

Unit 6:

Unit 7:

Unit 8:

Unit 9:

Unit 10:

Unit 11:

Unit 12:

Unit 13:

**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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☐Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
☐Other

Title:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

☐Primary Text

☐Read in entirety or near entirety

☐Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
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Title:

Edition:

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Website URL:

Usage:

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#### Phase 1 (February 1 - May 31)

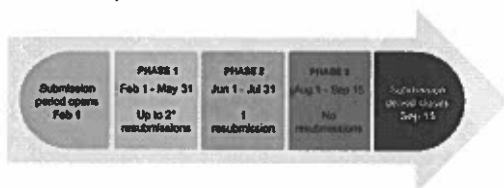
New courses initially submitted during Phase 1 have up to two opportunities for resubmission if the course is not initially approved. The first resubmission must be sent to UC by the close of Phase 2 (July 31); the second resubmission must be sent to UC by the close of the "a-g" course submission period (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**  
**Eimear O'Farrell, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2020-21 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:

☐ Arts (Performing)

☐ Arts (Visual)

☐ English/Language Arts

☐ Mathematics

☒ Physical Education

☐ Science (Life)

☐ Science (Physical)

☐ Social Science

☐ World Language

☐ 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? \_\_\_\_\_

o Indicate which ☐ 1 period ☐ 2 period

Is this an online 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>Total Body Fitness</u>	
School(s): <u>Alta Sierra Intermediate School</u>	
Department: <u>Physical Education</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	Leah Balch, Kristin Pena
Learning Director	Mario Alvarez: GIS
Principal	Jennifer Carter
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D.
Associate Superintendent	Norm Anderson



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

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

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input checked="" type="checkbox"/> 0 – None
<input checked="" 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 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)		

### CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** Total Body Fitness

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

- ☒ Alta Sierra Intermediate
- ☐ Clark Intermediate
- ☐ Granite Ridge Intermediate
- ☐ Kastner Intermediate
- ☐ Reyburn Intermediate

- ☐ Buchanan High School
- ☐ Clovis High School
- ☐ Clovis East High School
- ☐ Clovis North High School
- ☐ Clovis West High School
- ☐ Enterprise High School
- ☐ Community Day School
- ☐ Gateway High School
- ☐ CART
- ☐ Clovis Online

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

**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:** Total Body Fitness is a challenging two semester elective course that incorporates a variety of fitness activities designed to help students achieve a well-rounded education about fitness and to aide in students achieving fitness goals. This course is designed to assess and improve physical fitness levels and encourage a healthy attitude toward lifelong fitness. Students receive theories and practical activities involved in obtaining and maintaining a healthy weight and appropriate level of fitness. This course will include a variety of cardiovascular activities, high intensity interval training, flexibility training, mindfulness training, as well as nutritional education. The goal of this course is to develop lifelong healthy, active habits, as well as motivated, goal oriented and well-rounded students. This course would include 9, 4 week units.

**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 : Fitness Assessment & Getting Back in Shape- This unit would address topics of student fitness levels and activities over the summer, as well as a self assessment of fitness level. This unit would give students a baseline of where their fitness level is currently. This unit would also incorporate goal setting for the year and where they would like to see improvement in their fitness. This would also include a journal assignment about what they see as lifelong fitness and how they see themselves maintaining a healthy active lifestyle.

Unit 2: High Intensity Interval Training (HIIT)- This unit would demonstrate how students can start small with their workouts and build upon them. It would include a lesson on how interval training works and how to develop interval workouts. This unit would also include an introduction to a variety of exercises and directives on how to correctly execute them. Examples are: Squats, lunges, burpees, push ups, planks, and a variety of abdominal exercises. This unit would include an assignment in which the students will create their own HIIT workout and teach it to the class.

Unit 3: Cardiovascular and Abdominal training- This unit would focus on improving students cardiovascular health and abdominal and core strength. One lesson from this unit would include instruction on how to check their own heart rate and how to determine what their heart rate should be during each stage of cardiovascular training. The lesson would also cover information about maximum heart rate, target heart rate, and resting heart rate, how to calculate it, and what it means for their training program. This lesson would include an assignment in which the students have to track their heart rate during a workout and record it in their journal and analyze their findings and what it means in terms of their fitness level. This unit would also include activities that build core strength and instruct students on a variety of core building exercises.

Unit 4: TRX Training- This unit would include in-depth lessons on TRX training, using TRX bands. TRX training was developed by the Navy SEALs and is a form of suspension training using body weight exercises to develop strength, balance, flexibility and core stability simultaneously. The suspension training band leverages gravity and the user's body weight to complete exercises. This training will develop

physical strength while using functional movements and dynamic positions. This unit would include performance task assessments in which the students are assessed on their ability to correctly execute the exercises and identify the physical benefit of the exercises. Many of the exercises learned in the earlier units are incorporated into the TRX training, this unit would build upon student's knowledge of those exercises as well as advance their ability and develop new and different kinesthetic pathways for previously learned exercises.

Unit 5: Yoga and Pilates- This unit would include indepth lessons on the history and physical execution of yoga and pilates. Students would also incorporate all their previously learned exercises into the practice of yoga. Students would learn the benefits of flexibility and balance and focus on the mind, body connection. They would also be developing new and different kinesthetic pathways for both familiar and new exercises. An assignment in this unit would include the students creating their own yoga or pilates lesson and teaching it to the class. Students would also have an assignment in which they are asked to write a journal entry on the benefits they learned from yoga and what they think of the unit as a whole.

Unit 6: Tabata Training- Tabata Training is a type of workout based on intervals of 20 seconds and in sets of 4 minutes. This type of training is offered as group fitness class at most local gyms and would be an introduction to that style of training. This unit would include all the previously learned exercises and now encouraging students to perform them in a more challenging setting with an increased level of difficulty. This unit would also include a reference to previously learned information about heart rate and ask students to analyze their heart rate and what it means during this style of training. This unit would include an assignment in which the students analyze their heart rate during a training session and record it in their journal and write a comparison to their heart rate findings previously in the year.

Unit 7: Nutrition, Health, and Lifelong Fitness- This unit would include lessons on general nutrition including, calorie content of food, macronutrients, and the role nutrition plays in an exercise training program. Students would have an assignment in which they will analyze the nutrition label on a variety of foods and determine the nutritional value of the food and its effect on an exercise training program. This unit will also include lessons on the research behind nutrition and its value and effect on weight, muscle mass, and overall health. This unit would also have lessons on the value of nutrition to health and the effect it has on metabolism as well as a basic introduction into the science of metabolism. This unit will also include discussion

among the students on what lifelong fitness means to them and a journal assignment in which they write about ways they plan on maintaining a healthy lifestyle and options they have available to them outside of the school setting.

Unit 8: Cardio and Couch to 5K Challenge- This unit would include lessons on goal setting and would go through a training program that will culminate in the students being able to run a 5 kilometer (3.1 miles) race. This unit would be specific training for running, and would start small and build up to being able to run the race. In this unit the students would set a goal for their final 5k time. This unit would also include a connection to community. The students as a class would choose a community 5K that benefits a charity and would run in the 5K, either in person or virtually. This unit would include a final assignment of a journal about their experience through the training program and their feelings towards the final 5k run and feelings about the goal they set for themselves.

Unit 9: Mindfulness and Fitness- This is the final unit of the course. This unit would include lessons on mindfulness and the research and benefit of mindfulness both in the context of fitness and as a life skill. This unit would include an assignment in which the students do their own research on mindfulness and write a journal on their findings. This unit would also include an assignment in which the students write their own workout for the class, and teach it, they would be able to choose from any of the practices they have learned over the course of the school year. This unit would include an assignment in which the students write a journal reflection on their overall fitness and if they met the fitness goals they set for themselves at the beginning of the school year.

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: No textbook required.

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

## 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 Carol Shanahan in the Curriculum & Instruction Department at Extension 70605 or at [carolshanahan@cusd.com](mailto:carolshanahan@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)

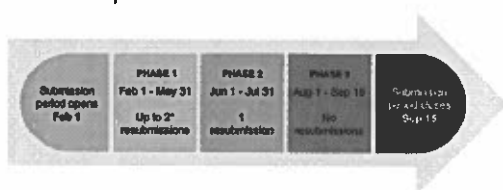
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#### Phase 2 (June 1 - July 31)

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**  
**Eimear O'Farrell, Ed.D., District Superintendent**

**PROPOSAL**  
**New Course of Study/2020-21 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 checked="" 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 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? \_\_\_\_\_

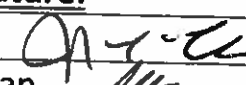

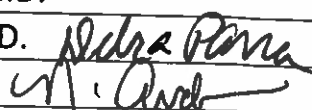
○ Indicate which ☐ 1 period ☐ 2 period

Is this an online 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>Wind Symphony</u>	
School(s): <u>Buchanan High School</u>	
Department: <u>Visual and Performing Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	John Lack 
Learning Director	Aaron Morgan 
Principal	Joe Aiello
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D.
Associate Superintendent	Norm Anderson 

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

Select one code from each column under the word “Choose.”

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input checked="" 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 checked="" type="checkbox"/> 8 – Performing Arts	<input checked="" 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)		

## CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** Wind Symphony

### **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 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:** Wind Symphony

**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:** Wind Symphony is an advanced group of musicians with at least two years of experience playing in Concert Band or Symponic Band (or a similar ensemble). This course is designed to give students a strong understanding of music theory and utilize it throughout the course (major and minor scales, circlce of fifths, key signatures). Students will gain a clearer understanding of the relationships between music theory, history, and cultural context through research and analysis. In the Wind Symphony, students will attain musical leadership skills and independence through solo and chamber music performances. They will also understand and use performance evaluation and analysis skills to write critically constructive personal and peer evaluations.

**Prerequisites:** Two years of experience playing in Concert Band, Symphonic Band or a similar ensemble. Exceptions can be made if a student is able to demonstrate the advanced skills required for the course through an audition process.

**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 : Ensemble and Performance Technique**

**Description:**

Unit 1 will focus on mastering skills in musicianship and ensemble performance. The students will use their understanding of balance, color and sectional responsibilities and how to listen across the full ensemble of various instruments to place their sound within the whole ensemble. Students will analyze the accompaniment and leading roles and recognize how each part plays a significant role in the development of a piece. Through a developed understanding of music theory, students will regularly demonstrate how the placement of their notes within a chord impacts the overall intonation, musical form, expression, and interpretation. Students will participate in aural examples of various repertoire. They will be able to analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive (CA State Standard 1.5). Students will continue to effectively, accurately, and expressively sight-read music, using skills learned in prior course work related to time signature, key signature, tempo, architecture of the music (da capo, del segno etc.), looking for similarities for melody and rhythm patterns, breathing and phrasing (CA State Standard 1.3).

**Assignment:**

Students will be presented with advanced pieces of music and asked to identify the time signature, key signature, tempo, architecture of the music. They will be able to analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive. Finally, they will be asked to sight-read a shorter piece of Level 5 (advanced) music to demonstrate their understanding of music theory.

**Unit 2: Music Analysis and History**

**Description:**

Unit 2 will give the students the opportunity to learn a variety of composers across musical periods during the academic year. Through the research of each composer, students will better understand the commonalities and differences of the various

musical periods, genres, and styles. They will examine a specific composer's work in order to better understand their inspiration and musical intentions. Students will compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures (CA State Standard 1.6). During each concert cycle (3-4 performances per semester), students will perform music from a variety of cultures and historical periods (CA State Standard 3.4). They will be able to analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context (CA State Standard 3.7). Students will listen to exemplar recordings and compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

#### Assignment:

At the beginning of the cycle students will be asked to assess their own playing and the ensemble's playing with respect to the genre of music and styles typical of the historical time period in which the piece was composed. After defining strengths and weakness, each student will create a set of goals to work toward in the personal practice and group rehearsal. Once performed for a final time, students will listen to their concert performance and then provide written self-evaluation on the progress of their goals as well as their growth in the understanding of the musical analysis. Students will also read a full instrument score and describe how the elements of music are used (CA State Standard 1.1).

#### Unit 3: Performance Achievement

##### Description:

Unit 3 will be in preparation of performances and side-by-side activities. The ensemble will have the opportunity to perform in concert and travel to perform at side-by-side events with the intermediate school and with the other high school bands. The wind symphony will also travel and perform in festivals outside of the Central Valley to experience a more diverse representation of orchestra performance. Travel and performing in concerts and festivals is a valuable experience for the students to have "real time" application and feedback on their performance and musicianship skills. In preparation for performances, students will show a mastery of their performance repertoire through playing tests, sectional work, and rehearsal work. Students will also demonstrate their sight-reading skills through regular practice and reflection.

##### Assignment:

Students will perform seating tests on specific excerpts of their performance repertoire. This test will either be completed in person or submitted for grading online. Students will also complete sight-reading exercises as an ensemble (CA State Standard 1.3).

#### Unit 4: Scales and Form

##### Description:

Students will be able to perform major and minor scales around the circle of fifths. Scales should be memorized. Knowledge of these scales enables students to play in the more common keys written for ensembles at this level and improves the capability to sight-read large and small group music more readily.

Students will be introduced to basic musical forms such as A-B, A-B-A, typical march form and others. Students will be able to identify and recognize basic musical forms and patterns with guidance from the director. Throughout the year, students work toward independent recognition of forms when hearing a live or recorded piece of symphonic band music.

##### Assignment:

A key assignment would involve students listening to recordings or playing through a pieces in rehearsal that are built upon different musical forms and patterns. Examples may be an A-B-A Overture form, a typical American March, or a Rondo. On a worksheet, students will diagram the form upon which the piece is based and describe the melodic, rhythmic, and harmonic ideas that are evident in each section of the form. This will show an understanding of contrasting musical patterns and knowledge of musical form through listening critically to various pieces.

#### Unit 5: Creative Expression

##### Description:

Unit 4 will focus on students applying their understanding of music theory, genres, styles, and culture to create and perform a varied repertoire of music (CA State Standard 2.4). Students will perform by themselves and in small ensembles utilizing music at an advanced level. From this experience they will begin to improvise and arrange music in small ensembles to express their interpretation of distinct styles of music (CA State Standard 2.7 and 2.8).

## **Assignment:**

Students will work in a small ensemble to arrange a short composition with multiple parts that follows the patterns and techniques of a specific period, style and genre of music. Multiple parts will be created and arranged and students will perform their piece. Pieces will be recorded digitally and evaluated and critiqued by the students.

Unit 6:

Unit 7:

Unit 8:

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:

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:

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Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

☐Primary Text

☐Read in entirety or near entirety

## 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 Carol Shanahan in the Curriculum & Instruction Department at Extension 70605 or at [carolshanahan@cUSD.com](mailto:carolshanahan@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.





CALPADS

CLOVIS UNIFIED SCHOOL DISTRICT  
Eimear O'Farrell, Ed.D., District Superintendent

**PROPOSAL**  
**New Course of Study/2020-21 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:

☒ Arts (Performing)

☐ Arts (Visual)

☐ English/Language Arts

☐ Mathematics

☐ Physical Education

☐ Science (Life)

☐ Science (Physical)

☐ Social Science

☐ World Language

☐ 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? \_\_\_\_\_

• Indicate which ☐ 1 period ☐ 2 period

Is this an online 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>Women's Ensemble</u>	
School(s): <u>Buchanan High School</u>	
Department: <u>Visual and Performing Arts</u>	
<b>Title:</b>	<b>Name/Signature:</b>
Department Chairperson	John Lack
Learning Director	Aaron Morgan
Principal	Joe Aiello
Area Superintendent	Robyn Castillo, Ed.D.
Assistant Superintendent, CI&A	Debbie Parra, Ed.D.
Associate Superintendent	Norm Anderson

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

Select one code from each column under the word “Choose.”

Choose:	Choose:	Choose:
Department Codes – 1 <sup>st</sup> Digit	CUSD Graduation Req – 2 <sup>nd</sup> Digit	College Entrance – 3 <sup>rd</sup> Digit
<input type="checkbox"/> 0 – Non – Departmental	<input type="checkbox"/> 0 – None	<input type="checkbox"/> 0 – None
<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 1 – P.E.	<input type="checkbox"/> 4 – A/UCa/Social Science
<input type="checkbox"/> 2 – English	<input type="checkbox"/> 2 – English/Language Arts	<input type="checkbox"/> 5 – B/UCb/English
<input type="checkbox"/> 3 – Career & Technology (Ag., Bus., CART, CTE, etc.)	<input type="checkbox"/> 3 – Career & Technology	<input type="checkbox"/> 6 – C/UCc/Math
<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 4 – Mathematics	<input type="checkbox"/> 7 – D/UCd/Lab Science
<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 5 – Science	<input type="checkbox"/> 8 – E/UCe/Foreign Language
<input type="checkbox"/> 6 – Social Science	<input type="checkbox"/> 6 – Social Science	<input checked="" 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 checked="" type="checkbox"/> 8 – Performing Arts	<input checked="" 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)		

## CAL PADS State Course Code

Will be determined by the curriculum area leaders in Curriculum, Instruction and Accountability Division (CI &A) after your course has been submitted.

## ***COURSE SUBMISSION FOR APPROVAL***

### **Basic Course Information:**

**Course Title:** Women's Ensemble

### **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 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:** Women's Ensemble

**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 provides an opportunity for students to develop advanced and refined vocal and choral techniques. Advance knowledge and skill in theory and sight singing is expected and further study of music history will be emphasized. The study and performance of advanced literature, including music from other cultures, will be the focus of this course. The Women's Ensemble is a performance-based class; attendance at performances, festivals, and concerts is a required portion of the class.

**Prerequisites:**             One year of experience singing in a secondary choir, intermediate choir or a similar ensemble. Exceptions can be made if a student is able to

demonstrate the advanced skills required for the course through an audition process.

**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 : VOCAL TECHNIQUE**

**Description:**

This unit introduces the core vocal techniques used by the choral program. The wide range of vocal technique concepts will be taught in a yearlong progression that will be paced according to the choir's mastery of each skill and by the necessity shown through the assessment of the choir's performance level. Students will demonstrate, model, discuss, and analyze expert performances of exercises that will include the following topics: the anatomy of singing, posture, breathing, tone production, intonation, resonance, projection, pronunciation, dynamics, articulations, blend, balance and consistency.

**Assignment:**

**Proper Vowel Shape:** Any concept of excellent choral tone cannot exist without a basic understanding of the human vocal instrument and the way it creates a beautiful sound. Students will demonstrate an excellent vocal tone characterized by clear, resonant, free and pleasant sound.

In this assignment students will demonstrate how to transition from a tall, loose jaw "Ah" vowel with the tip of their tongue touching the back part of the bottom teeth, into an "AY" vowel without losing mouth shape but simply moving the middle and side portions of their tongue upward and forward. They will then transition from the "AY" vowel into the "EE" vowel in the same manner. The same process will be demonstrated, by the students, transitioning from the "AH" vowel to the "OH", and then finally into the "OO" vowel. This time the change comes from the puckering of the lips into all the way into the "OO" vowel without losing mouth shape or space.

**Phonetic Singing:** In this assignment students will demonstrate proper phonation where the flow of air is coordinated with the vocal folds causing a natural vibration. Students will demonstrate a healthy onset without a glottal attack. Once phonation occurs, the student's tone must be properly placed in the mask of the face in order to resonate. The students will imagine throwing the sound into the mask, using the hard

palate like a deflector. This may cause a slight feeling of nasality, but the sound must not be nasal. The students will breath as if to sing 'ah' (the tallest vowel), and then send the sound forward so it is not swallowed. This feeling of space is maintained for the other vowels, but there will be subtle changes in the position of the tongue and walls inside the mouth. "Breath for 'ah,' but sing 'ee,' and send the sound forward." The best vowel progression for a unified sound is ee-eh-ah-oh-oo.

As part of the assignment students will also write vocal exercises in the ascending and descending patterns for vowel alignment and matching. Students are then assigned in groups to perform the vocal exercises.

## Unit 2: MUSIC THEORY AND SIGHT SINGING

### Description:

In this unit students will develop their ability to sight-read music, listen actively and critique their own performances, and compose simple melodies for the SATB voicing. This unit will be taught in a yearlong progression that will be paced according to the choir's mastery of each skill. Sight-Singing for 2 Part, 3-Part and SATB (4 -Part) will be used in the daily 15-minute sight -reading sessions.

### Assignment:

Daily Sight-Singing (Alone, 2-Part, 3-Part and 4-Part Singing) - Students will perform sight-reading exercises on the piano, while singing solfege alone, with a partner, in small groups or as a class as a whole using hand signs at the start of each class period. Four exercises will be completed everyday and students will alternate playing the piano after every other exercise in order to develop their aural skills.

Daily Music Theory Worksheet Review - Students will be given daily music theory review sheets to work on in the classroom with basic elements in music such as melody, pitch, interpretation of rhythmic patterns and relationship to sight reading and singing.

## Unit 3: MUSIC THEORY AND PIANO SKILL DEVELOPMENT

### Description:

In this unit students will create, practice and perform melodic compositions as well as basic chord compositions and Four-Hand music that are appropriate to their level of understanding with the unit goal of attaining a mastery level that will allow them to



play any of their singing responsibilities on the piano. Students will develop the understanding of basic music theory and piano technique as a means to reach the unit goal through lectures, demonstrations, exercises and an individualized practice plan.

#### Assignment:

**Melodic and Rhythmic Composition** - Students will demonstrate their understanding of melodic and rhythmic elements by composing and performing an 8-bar phrase in correct melodic and rhythmic notation. The composition will be played on the piano.

**Basic Chord Composition** - Students will demonstrate their understanding of primary chords and melodies by composing and performing an 8-bar phrase consisting of a chord progression arpeggio style or tutti rhythm, and a melody using chord tones, neighboring tones, and passing tones. The chords will be played on the piano and the melody will be sung. The students will analyze their composition using Roman numerals and will also notate chord symbols. The student score and recording of their performances will be added to their portfolios.

**Piano (Four-hands)** - Each student will partner up with another student of equal experience in order to rehearse and perform short four-hand music on a piano. One student will perform the bass clef and the other will perform the treble clef. This assignment will expose these beginning students to performance qualities, which are necessary, for successful ensemble performances. The students will have to collaborate on concepts such as tempo, dynamics, rhythm, pitch, listening, working together in order to have a successful project performance.

#### Unit 4: MUSIC APPRECIATION AND ANALYSIS

##### Description:

In this unit, students will be introduced to the richness of our musical past by means of notable composers, vocal ensembles and singers. Composers from the different historical periods of music such as Hildegard von Bingen, Thomas Luis de Victoria, Gabriel Faure, Rachmaninoff, Stephen Paulus, John Rutter, Eric Whitacre, Morten Lauridsen (just to name a few) will be introduced as well as their music observed and analyzed during this unit. Vocal ensembles such as The Mormon Tabernacle choir, Pentatonix, The Real Group will also be introduced and studied. Honors choirs of the current year from All-State Conferences, ACDA Western and National Divisions will also be introduced as a means of developing not only an appreciation for the diverse choral groups but also for the purpose of developing the musical ears of the students.

### **Assignment:**

Choral Performance Analysis - Members of the choral program will attend a choral concert by a community college choir or university choir in the area. The students complete a written assignment that guides them in analyzing the choir's repertoire and singing style.

### **Unit 5: PERFORMANCE**

#### **Description:**

In this unit, students will develop their musicality through the process of learning music for the purpose of performance. They will transfer all the skills learned in the other units in order to create the highest level of musicianship for their performances. Specific challenges that each piece of music will bring will be used in order to develop the student's understanding of music even further. The students will receive music from different time periods, different regions of the world, in different languages, and in many different styles to develop a more educated and well rounded performer. There will be a number of ways in which students will demonstrate their progress in learning their music, such as recorded individual performances, in class quartets and school wide performances and festivals.

#### **Assignment:**

Public Performances - Students will perform in two public performances: a holiday concert and an end of the year showcase. The aim for both of these concerts is to show the public all the hard work the students have put into their musical development.

Unit 6:

Unit 7:

Unit 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:

Edition:

Publication Date:

Publisher:

Author(s):

URL Resources:

Website URL:

Usage:

☐Primary Text

☐Read in entirety or near entirety

☐Textbook ☐Literary Text ☐Manual ☐Periodical ☐Scholarly Article ☐Website ☐Multi Media  
☐Other

Title:

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☐Read in entirety or near entirety

## Instruction Page

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### 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)

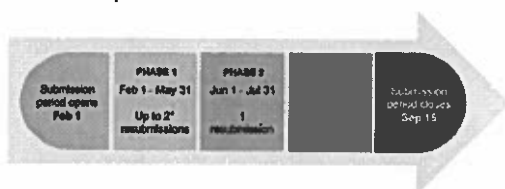
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#### Phase 2 (June 1 - July 31)

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.





Board Agenda Item

Monday, December 9, 2019

**Agenda Item: P. - 2.**

**Title:** Annual Single Plan for Student Achievement (SPSA) 2019-20

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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** December 11, 2019      **FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Authorize the Superintendent or designee to approve the annual Single Plan for Student Achievement and the categorical budget for each school for the 2019-20 school year, and authorize each school to implement its categorical programs.

**DISCUSSION:**

The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student academic performance, as measured by State and District assessments. The goal is for all students to achieve at rigorous levels.

Annually, Clovis Unified schools work in collaboration with their School Site Council and English Learner Advisory Committee to develop their school site SPSA. These groups of parents and school staff collect and analyze student performance data, set priorities for program improvement, use rigorous and effective solution strategies, conduct ongoing monitoring of results, and review budgets. SPSAs are approved by the site's School Site Council in November/December and are then reviewed and approved by the CUSD Governing Board in January of each school year.

The 2019-20 SPSA is based on the State's final funding allocations. A copy of each school's SPSA are available to interested parties for review in the Department of Supplemental Services and, upon Board approval, will be posted to the CUSD website.

**FISCAL IMPACT/FUNDING SOURCE:**

State funding allocations are already included in the adopted 2019-20 budget.

**REVISIONS:**



Board Agenda Item

Monday, December 9, 2019

**Agenda Item: P. - 3.**

**Title:** Annual Title VI Indian Education Grant Application 2020-21

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**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** December 11, 2019      **FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Authorize the Superintendent or designee to submit Part I of the Title VI Indian Education Grant Application for the 2020-21 school year.

**DISCUSSION:**

Each year, Clovis Unified School District receives Title VI Indian Education funds from the U.S. Department of Education. The funds are designed to meet and support the academic needs of Native American Indians and Alaska Natives to ensure all students achieve at the same challenging levels.

This year, Clovis Unified School District is serving 492 Native American Students – 237 in grades K-6; 84 in grades 7 and 8; and 171 in grades 9-12.

The 2019-20 Formula Grant allocation was \$131,352. Currently, the funds from the Grant are used to provide targeted tutorial services for students in grades K-12. Results from the annual parent surveys indicates that both the District and the Native American Indian Parent Advisory Committee believe the funds are best used to target instruction for students who have not yet met State standards in English language arts and mathematics.

Grant applicants must compete for limited funds based upon student enrollment and program features. The Formula Grant is submitted in three parts. Part I of the application consists of the Local Education Agency's (LEA) American Indian Student population total. If Part I is submitted by the closing date, the LEA will receive an application for Part II in which Clovis Unified will describe the performance of students, identify program goals and objectives, provide a program description, and provide budget details for CUSD's program. Part III asks for program involvement and graduation rate data. The Grant is reviewed and approved if all criteria are met. Projected allocation for the 2020-21 school year should be reported by late April upon Grant approval.

**FISCAL IMPACT/FUNDING SOURCE:**

Upon approval, the Grant will be added to the 2020-21 CUSD allocations and budgets.

**REVISIONS:**



**Title:** Education Pathway Service Agreement with California State University, Fresno

**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:** December 11, 2019      **FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Authorize the Superintendent or designee to accept and execute a service agreement with Fresno State's Kremen School of Education to continue operating the Saturday Academy and CTE summer internship program for Clovis Unified students in the 2019-20 school year, as submitted.

**DISCUSSION:**

For the past three years, Clovis Unified's Career Technical Education Department has contracted with the Kremen School of Education at California State University, Fresno to implement and operate programs for students funded through the California Career Pathway (CCP) grant. Through this partnership, the Saturday Academy and summer internship programs, both described below, were developed. As of this school year, the CCP grant is no longer funded. However, Clovis Unified wishes to continue its partnership with the Kremen School in order to maintain its operation of the Saturday Academy and summer internship programs.

With Board approval, Clovis Unified would fund these valuable programs run by the Kremen School through the Career Technical Education Incentive Grant (CTEIG) for the 2019-20 school year.

**Saturday Academy:** Saturday Academy enrolls up to 240 education pathway students per year and assists these students in developing the knowledge and occupational skills required to succeed in K-12 teaching careers. Pathway students select from a menu of workshops offered at each Saturday Academy on topics such as effective English tutoring for English Language Learners, developing STEM problem-based learning activities, fostering assets-based youth development and classroom management strategies.

**Summer Internship Coordination:** The summer 2020 internship experience will identify, interview and place up to 15 pathway students as interns. Students will be placed in informal education programs to learn teaching strategies and gain experience working with children. The internship program will offer full training, onsite coaching and supervision. Fresno State staff and field experts will lead participants through STEM-based curriculum, with applications in education and instruction.

**FISCAL IMPACT/FUNDING SOURCE:**

Service agreement in the amount of \$39,300, which is to be paid using California Career Technical Education Incentive Grant (CTEIG).

## REVISIONS:





Board Agenda Item  
Monday, December 9, 2019

**Agenda Item: P. - 5.**

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

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** December 11, 2019      **FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Authorize the Superintendent, Associate Superintendent of Administrative Services, Assistant Superintendent of Business Services, and Director of Budget and Finance to continue approving and signing check registers and payroll registers, and authorize the Assistant Superintendent of Business Services to receive all District financial mail. Due to the recent change of Board members, the Authorized Signature Permit is being resubmitted for signature.

**DISCUSSION:**

Board Policy No. 4201 identifies the Superintendent, Associate Superintendent of Administrative Services, Assistant Superintendent of Business Services, and Director of Budget and Finance as authorized signers for check and payroll registers.

This annual agenda item was most recently approved by the Board on July 17, 2019. However, because California Education Code section 42633 requires that the Governing Board approve authorized signers for check and payroll registers and there have been recent changes in membership on the CUSD Governing Board, it is necessary that the Authorized Signature Permit be re-submitted for Board signature.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Authorized Signatures	11/20/2019	Backup Material

**REVISIONS:**



# fresno county superintendent of schools

## Authorized Signature Permit

Return to: Gabriel Halls, Senior Director  
District Financial Services  
Fresno County Superintendent of Schools  
1111 Van Ness Avenue  
Fresno, CA 93721-2000

Dear Mr. Halls:

Pursuant to Education Code Sections 42632 and 42633, at a regular meeting of the Governing Board of the \_\_\_\_\_ School District, held on \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_:

1. The following person(s) who is/are an officer(s) or employee(s) of the above-referenced school district and whose signature(s) appear(s) opposite of his/her name below, was/were authorized to sign orders in the name of the said governing board:

Type or print here:	Position:	Signature:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. A majority of the following members of the governing board of the above-referenced school district and whose signatures appear opposite of the corresponding names were authorized to sign orders in the name of the said governing board.

Type or print here:	Note President	Signature:
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

Rubber stamp signatures or machine signatures authorized for use on maintenance checks and/or registers Yes \_\_\_\_  
No \_\_\_\_\_. Only such facsimile signatures may be used, which have met the requirements of Government Code 5501 (copy enclosed). I certify this requirement has been met.

Sample(s) of such signature: \_\_\_\_\_

By order of the Governing Board of \_\_\_\_\_ School District of Fresno County, California.

\_\_\_\_\_  
Clerk of the Board

\_\_\_\_\_  
Date

Rev. 03/27/18

### **EDUCATION CODE 42632**

Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders.

### **EDUCATION CODE 42633**

The governing board of each school district shall be responsible for filing or causing to be filed with the county superintendent of schools the verified signature of each person, including members of the governing board, authorized to sign orders in its name. Except for districts determined to be fiscally accountable pursuant to Section 42650, no order on the funds of any school district shall be approved by the county superintendent of schools unless the signatures are on file in his office and he is satisfied that the signatures on the order are those of persons authorized to sign the order.

### **GOVERNMENT CODE 5501**

Any authorized officer may, after filing with the Secretary of State his manual signature certified by him under oath, execute or cause to be executed with a facsimile signature in lieu of his manual signature:

- (a) Any public security, provided that at least one signature required or permitted to be placed thereon shall be manually subscribed; and
- (b) Any instrument of payment.

Upon compliance with this section by the authorized officer, his facsimile signature has the same legal effect as his manual signature.



Board Agenda Item

Monday, December 9, 2019

Agenda Item: P. - 6.

**Title:** Agreement with Eide Bailly for Audit Services

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** December 11, 2019      **FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into a five-year contract with Eide Bailly LLP for audit services.

**DISCUSSION:**

The requirements specified in Education Code section 41020 are applicable to all local educational entities. As a result, an audit shall be conducted in accordance with auditing standards generally accepted in the United States of America, the standards set forth in Government Auditing Standards issued by the Comptroller General of the United States, and the provisions of California Code of Regulations (CCR), Title 5, Education, Section 19810, et seq.

For the previous five years, the District has contracted with Vavrinek, Trine, Day & Co. LLP (VTD) to provide these services. VTD has merged with Eide Bailly LLP. The District is requesting approval to renew its contract with Eide Bailly LLP.

**FISCAL IMPACT/FUNDING SOURCE:**

Annual costs beginning with the audit for fiscal year ending June 30, 2020, through fiscal year ending June 30, 2024, are \$56,560, \$56,560, \$56,560, \$58,325, and \$58,325, respectively.

**REVISIONS:**



**Title:** Award of Bid Supplies, Construction, and Construction Management Agreements

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** December 11, 2019      **FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Award Bid No. 2793 CNHS – Software & System Development CTE Building, Bid No. 2800, Pinedale Elementary Modernization and Bid No. 2801, CWHS Diesel Mechanics CTE Building to various multi-prime contractors and authorize the Superintendent or designee to enter into construction management, multi-prime agreements to oversee multiple-prime contractors and deliver the project. Award Bid No. 2797 CHS – Building & Construction Trade CTE Building to David A Bush Inc. in the amount of \$1,002,000 and Bid No. 2802 – Plumbing & Grounds Supplies to multiple vendors for future purchases as needed by the District at bid prices as submitted.

**DISCUSSION:**

Bid No. 2793 CNHS – Software & System Development CTE Building: Thirty-Seven (37) bids were received and opened on December 12, 2019, as per the attached tabulation. The table below depicts the total of multiple-prime bids, construction management fees and all general conditions for the project. Recommend award of base bid per attached tabulation. Recommend non-award and rebid of package 12 HVAC Sheet Metal, Metal Panels.

Prime Bids	\$2,163,415
Fees	\$ 113,388
Reimbursable Items	\$ 30,000
General Conditions	\$ 266,796
Total	\$2,573,599

Funding: CTE Grant Funds and 2012 Bond Funds

Bid No. 2797 - CHS Building & Construction Trade CTE Building: Five (5) bids were received and opened on December 13, 2019.

<u>CONTRACTOR</u>	<u>AMOUNT OF AWARD</u>
Ardent Construction	\$1,113,700
<b>David A Bush Inc.</b>	<b>\$1,002,000</b>
Davis Moreno Construction Inc.	\$1,153,458
Divcon Inc.	\$1,269,000
Exbon Development Inc.	\$1,345,000

Funding: CTE Grant Funds and 2012 Bond Funds

Bid No. 2800 – Pinedale Elementary Modernization: Twenty-Five (25) bids were received and opened on December 17, 2019, as per the attached tabulation. The table below depicts the total

of multiple-prime bids, construction management fees and all general conditions for the project. Recommend award of base bid per attached tabulation.

Prime Bids	\$ 2,083,557
Fees	\$ 88,551
Reimbursable Items	\$ 30,000
General Conditions	\$ 208,356
Total	\$ 2,410,464

Funding: CTE Grant Funds and Facility Funds

Bid No. 2801 – CWHS Diesel Mechanics CTE Building: Forty (40) bids were received and opened on December 13, 2019, as per the attached tabulation. The table below depicts the total of multiple-prime bids, construction management fees and all general conditions for the project. Recommend award of base bid per attached tabulation.

Prime Bids	\$ 2,922,764
Fees	\$ 113,170
Reimbursable Items	\$ 30,000
General Conditions	\$ 266,282
Total	\$ 3,332,216

Funding: CTE Grant Funds and Facility Funds

Bid No. 2802 – Plumbing & Grounds Supplies bids were received and opened on December 14, 2019, as per the attached tabulation. Funded by General Fund.

#### **FISCAL IMPACT/FUNDING SOURCE:**

As noted above.

#### **ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Bid 2793 Bid Tabulation	12/19/2019	Backup Material
Bid 2800 Bid Tabulation	12/19/2019	Backup Material
Bid 2801 Bid Tabulation	12/16/2019	Backup Material
Bid 2802 Bid Tabulation	12/16/2019	Backup Material

#### **REVISIONS:**

**BID 2793 - CLOVIS NORTH HIGH SCHOOL - SOFTWARE & SYSTEM DEVELOPMENT CTE BUILDING**

PKG#	DESCRIPTION	Base Bid	Alt 1	Alt 2	Alt 3	Alt 4	TOTAL	Recommended Award Amount	SUBCONTRACTORS
<b>CNCTE-01</b>	<b><u>DEMOLITION, EARTHWORK &amp; ASPHALT</u></b>								
	Asphalt Design	\$ 107,850.00	\$ 45,482.00				\$ 153,332.00	\$ 107,850.00	none
	Bowen Engineering	\$ 309,000.00	\$ 27,000.00				\$ 336,000.00		Ferris Excavation
	Cencal Services	\$ 224,000.00	\$ 65,500.00				\$ 289,500.00		T&T Pavement Markings
	El Dorado Excavation	\$ 132,750.00	\$ 39,000.00				\$ 171,750.00		Rescom Pest Control, Anderson Striping, Kroecker
	Todd Companies	\$ 197,500.00	\$ -				\$ 197,500.00		Chrisp Company
<b>CNCTE-02</b>	<b><u>CONCRETE</u></b>						\$ -		
	Cencal Services	\$ 239,000.00	\$ 18,500.00				\$ 257,500.00	\$ 239,000.00	CVR
	Davis Moreno Construction	\$ 245,113.00	\$ 13,354.00			\$ 6,120.00	\$ 264,587.00		FG Concrete, FG Concrete
	Chazmat Concrete Construction	\$ 272,000.00	\$ 16,460.00				\$ 288,460.00		ESP Survey, Pacific Steel
<b>CNCTE-03</b>	<b><u>STRUCTURAL STEEL</u></b>						\$ -		
	Fresno FabTech	\$ 230,500.00				\$ 14,000.00	\$ 244,500.00	\$ 230,500.00	none
	Kasco Fab Inc.	\$ 309,520.00				\$ 29,185.00	\$ 338,705.00		Obien Steel, Linden Steel
	Kern Steel Fabrication Inc.	\$ 247,000.00				\$ 15,000.00	\$ 262,000.00		Obrien Steel Erectors, Infinity Metals
<b>CNCTE-04</b>	<b><u>METAL FRAMING, GYPSUM, CARPENTRY</u></b>						\$ -		
	GC Builders	\$ 438,000.00				\$ 45,000.00	\$ 483,000.00		
	Bruce Hall Construction	\$ 356,767.00			\$ 2,000.00	\$ 67,000.00	\$ 425,767.00	\$ 356,767.00	PCI
	Karsyn Construction	\$ 385,700.00		\$ 2,200.00	\$ 2,400.00	\$ 94,000.00	\$ 484,300.00		PCI
	Davis Moreno Construction	\$ 635,725.00		\$ 1,683.00	\$ 3,366.00	\$ 63,393.00	\$ 704,167.00		Meyers Construction, California Retail Builders
	Tarlton & Sons	\$ 521,767.00			\$ 10,570.00	\$ 187,500.00	\$ 719,837.00		none
<b>CNCTE-05</b>	<b><u>INSULATION</u></b>						\$ -		
	Coast Building Products	reject - improper submittal					\$ -	\$ -	
<b>CNCTE-06</b>	<b><u>ROOFING</u></b>						\$ -		
	Fresno Roofing Co.	\$ 134,961.00					\$ 134,961.00		none
	Graham Prewett	\$ 85,000.00					\$ 85,000.00	\$ 85,000.00	none
	Nations Roof West	\$ 92,377.00					\$ 92,377.00		none
<b>CNCTE-07</b>	<b><u>LANDSCAPE &amp; IRRIGATION</u></b>						\$ -		
	All Commercial Landscape	reject - improper submittal					\$ -		
	Sunset Landscapes	\$ 74,060.00	\$ 12,936.00				\$ 86,996.00	\$ 74,060.00	none
<b>CNCTE-08</b>	<b><u>GENERAL SPECIALTIES</u></b>						\$ -		
	Davis Moreno Construction	\$ 612,082.00	\$ 39,131.00		\$ 55,494.00		\$ 706,707.00		Overhead Door Co., Western Building, Western Building, Amparan Flooring, Shoridan Designs, All Commercial Fence, Wm B Saleh, Western Building, Signs of Success, Clovis Glass
	GC Builders	\$ 425,000.00	\$ 23,627.00	\$ 11,556.00	\$ 44,412.00		\$ 504,595.00	\$ 425,000.00	All Commercial Fence, Sign of Success, Clovis Glass, Acoustic Solutions, Overhead Door Co, Wm B Saleh, Better Flooring
<b>CNCTE-09</b>	<b><u>PAINTING</u></b>						\$ -		
	Ro's Precise Painting	\$ 71,222.00				\$ 500.00	\$ 71,722.00		none
	Tarlton & Sons	\$ 67,760.00					\$ 67,760.00		none
	Wm B Saleh	\$ 50,588.00					\$ 50,588.00	\$ 50,588.00	none

<b>CNCTE-10</b>	<b><u>FIRE SUPPRESSION</u></b>								
	Cosco Fire Protection	\$ 52,000.00					\$ 52,000.00		none
	Fire System Solutions Inc.	\$ 37,563.00					\$ 37,563.00		none
	<b>Jerico Fire Protection</b>	<b>\$ 34,900.00</b>					\$ 34,900.00	<b>\$ 34,900.00</b>	none
	San Joaquin Fire Protection	\$ 35,000.00					\$ 35,000.00		none
<b>CNCTE-11</b>	<b><u>PLUMBING &amp; SITE UTILITIES</u></b>								
	Max Hayes Plumbing	\$ 140,210.00	\$ 1,785.00				\$ 141,995.00		Karcher
	<b>Todd Companies</b>	<b>\$ 94,750.00</b>					\$ 94,750.00	<b>\$ 94,750.00</b>	none
<b>CNCTE-12</b>	<b><u>HVAC SHEET METAL, METAL PANELS</u></b>								
	ECI	reject - improper submittal						non-award - package to be rebid	
	Nolte Sheet Metal	\$ 810,000.00					\$ 810,000.00		System Service Mech, Karcher, Emcor
<b>CNCTE-13</b>	<b><u>ELECTRICAL / LOW VOLTAGE</u></b>								
	Valley Unique Electric	\$ 547,750.00		\$ 188,000.00			\$ 735,750.00		HCI Systems, EKC
	<b>Westech Systems Inc.</b>	<b>\$ 465,000.00</b>		\$ 220,000.00			\$ 685,000.00	<b>\$ 465,000.00</b>	Ardent General, EKC

**Total Award (base bid only)      \$      2,163,415.00**



**BID 2800 - PINEDALE ELEMENTARY SCHOOL MODERNIZATION**

		<u>Bid Amount</u>	<u>SUBCONTRACTORS</u>
<b>PE-01</b>	<b><u>DEMOLITION</u></b>		
	Bowen Engineering	\$ 118,000.00	none
	<b>Cencal Services Inc.</b>	<b>\$ 85,266.00</b>	none
	Kroeker Inc.	\$ 87,947.00	PARC Environmenta, Performance Contracting Inc.
<b>PE-02</b>	<b><u>EARTHWORK, CONCRETE</u></b>		
	<b>Marko Construction</b>	<b>\$ 278,180.00</b>	Elite, On Point, FG Concrete
	Davis Moreno Construction	\$ 324,996.00	On Point, FG Concrete, Elite
	V&G	\$ 410,000.00	On Point, Pacific Steel Group,
<b>PE-03</b>	<b><u>WOOD FRAMING</u></b>		
	Meyers Constructors	\$ 257,900.00	none
	<b>Strausser Construction Inc.</b>	<b>\$ 255,982.00</b>	none
<b>PE-04</b>	<b><u>PAINTING</u></b>		
	Ro's Precise Painting	\$ 22,499.00	none
	<b>Tarlton &amp; Sons</b>	<b>\$ 21,576.00</b>	none
	Wm B Saleh	\$ 34,800.00	none
<b>PE-05</b>	<b><u>ACOUSTICAL</u></b>		
	Acoustic Solutions	\$ 58,400.00	none
	<b>Western Building</b>	<b>\$ 41,100.00</b>	none
<b>PE-06</b>	<b><u>GENERAL SPECIALTIES</u></b>		
	<b>Marko Construction</b>	<b>\$ 722,308.00</b>	Bradford Steel, Pyramid, Atascadero Glass, Coast Building Products, 4 C's, John Burns, Graham Prewett, Amparan Flooring, Vasquez Plaster, VCT
	Davis Moreno Construction	\$ 854,691.00	Bradford Steel, Pyramid Systems, Four C's, Graham Prewitt, San Joaquin Glass, Vasquez Plastering, John Burns, Construction Unlimited, Innovation Flooring, Visalia Ceramic Tile, Coast Building Products
	RAKKAR	\$ 1,170,000.00	Meyers Inc, Innovation Commercial Flooring, John Burns Co, Signs of Success, Visalia Ceramic Tile, Alcal, KD Specialty Contractors, Nations Roof, Frontline Plastering, Construction Unlimited Solutions, Visalia Ceramic Tile, San Joaquin Glass
<b>PE-07</b>	<b><u>PLUMBING</u></b>		
	Max Hayes Plumbing	\$ 124,994.00	Performance Contracting
	<b>Todd Plumbing</b>	<b>\$ 101,750.00</b>	none
	Strategic Mechanical	\$ 172,000.00	Performance Contracting
<b>PE-08</b>	<b><u>HVAC</u></b>		
	<b>American Inc.</b>	<b>\$ 277,700.00</b>	LPC Automation, Systems Service Mech
	Engineered Controls Inc. - ECI	\$ 286,800.00	SSM, LPC
	Nolte Sheet Metal	\$ 322,000.00	System Service Mechanical, Emcor Services, Performance Contracting, Max Hayes Plumbing
	Strategic Mechanical	\$ 365,000.00	Performance Contracting, LPC Automation, Air Control Services
<b>PE-09</b>	<b><u>ELECTRICAL</u></b>		
	Collins Electrical Company	\$ 444,444.00	EKC
	<b>Valley Unique Electric</b>	<b>\$ 297,777.00</b>	EKC

**Total Award**
**\$ 2,081,639.00**

**BID 2801 - CLOVIS WEST HIGH SCHOOL - CTE DIESEL BUILDING**

PKG#		Base	Alt 1	TOTAL	Recommended Award Amount	SUBCONTRACTORS
<b>CWCTE-01</b>	<b><u>DEMOLITION</u></b>					
	Cencal Services	\$ 68,400.00	\$ 3,000.00	\$ 71,400.00		none
	<b>Kroeker Inc.</b>	<b>\$ 52,414.00</b>	<b>\$ 7,547.00</b>	<b>\$ 59,961.00</b>	<b>\$ 59,961.00</b>	none
<b>CWCTE-02</b>	<b><u>EARTHWORK &amp; PAVING</u></b>					
	Cencal Services	\$ 127,000.00	\$ 9,700.00	\$ 136,700.00		none
	<b>Eldorado Excavation</b>	<b>\$ 68,500.00</b>	<b>\$ 21,500.00</b>	<b>\$ 90,000.00</b>	<b>\$ 90,000.00</b>	T&T Pavementy, Recsom Pest
	Valley Excavation	\$ 97,800.00	\$ 25,300.00	\$ 123,100.00		Central State Striping
<b>CWCTE-03</b>	<b><u>SITE AND BUILDING CONCRETE</u></b>					
	BMV	\$ 502,252.00	\$ 24,848.00	\$ 527,100.00		Central Valley Reinforcing, Stoney Masonry, Nations Roof
	Brahma Construction	\$ 492,242.00	\$ 10,000.00	\$ 502,242.00		Stoney, Pacific Steel
	Cencal Services	\$ 470,550.00	\$ 10,000.00	\$ 480,550.00		Dorfmeier Masonry, CVR
	Chazmat Concrete Construction	\$ 535,000.00	\$ 11,000.00	\$ 546,000.00		Pacific Steel, Stoney Masonry
	<b>Davis Moreno Construction</b>	<b>\$ 416,807.00</b>	<b>\$ 16,524.00</b>	<b>\$ 433,331.00</b>	<b>\$ 433,331.00</b>	FG Concrete, Stoney Masonry
	V&G Builders	\$ 595,000.00	\$ 40,000.00	\$ 635,000.00		none
<b>CWCTE-04</b>	<b><u>STEEL</u></b>					
	Bradford Steel	reject - improper submittal				
	<b>Golden State Steel</b>	<b>\$ 337,827.00</b>		<b>\$ 337,827.00</b>	<b>\$ 337,827.00</b>	O'Brien Steel, Linden Steel
	Kasco Fab Inc.	\$ 387,213.00		\$ 387,213.00		O'Brien Steel, Linden Steel
	Kern Steel Fabrication	\$ 368,500.00		\$ 368,500.00		Infinity Metal, O'Brien Steel
	Meyers Constructors	\$ 430,313.00	\$ 3,120.00	\$ 433,433.00		O'Brien Steel, BT Mancini Co
<b>CWCTE-05</b>	<b><u>METAL FRAMING DRYWALL PLASTER</u></b>					
	Bruce K Hall Construction	\$ 438,767.00		\$ 438,767.00		Robert Boeger Plastering
	<b>Karsyn Construction</b>	<b>\$ 380,700.00</b>		<b>\$ 380,700.00</b>	<b>\$ 380,700.00</b>	PCI, Alcal
	Tarlton & Sons	\$ 560,177.00		\$ 560,177.00		none
<b>CWCTE-06</b>	<b><u>GENERAL SPECIALTIES</u></b>					
	Davis Moreno Construction	\$ 735,658.00	\$ 43,641.00	\$ 779,299.00		Meyers Const, Western Building, 4 C's, Overhead Door of Fresno, San Joaquin Glass, Construction Unlimited, Saleh, Fresno Fence Connection, Westscapes, Visalia Tile, Alcal
	<b>Durham Construction Co.</b>	<b>\$ 648,149.00</b>	<b>\$ 27,057.00</b>	<b>\$ 675,206.00</b>	<b>\$ 675,206.00</b>	Meyers Contractors, ALCAL, Const Unlimited, R+S, Western, Clovis Glass, Visalia Ceramic Tile, Saleh, Sunset Landscape, Valley Fence
	Rakkar Development & Construction	\$ 773,000.00	\$ 43,088.00	\$ 816,088.00		R&S, Jorgensen, Four C's, Visalia Ceramic Tile, Construction Unlimited, Clovis Glass, Signs of Success, Western Building, Wm Saleh, Fresno Fencing Connection, Alcal Specialty, Sunset, Meyers
<b>CWCTE-07</b>	<b><u>ROOFING</u></b>					
	DAC Service Inc, Four C's Construction	\$ 262,470.00		\$ 262,470.00		Nations Roof West
	<b>Graham Prewett Inc.</b>	<b>\$ 222,777.00</b>		<b>\$ 222,777.00</b>	<b>\$ 222,777.00</b>	none
	Nations Roof West	\$ 240,877.00		\$ 240,877.00		none

<b>CWCTE-08</b>	<b>FIRE SPRINKLERS</b>					
	Cosco Fire Protection	\$ 119,000.00		\$ 119,000.00		none
	<b>Fire System Solutions</b>	<b>\$ 103,900.00</b>		<b>\$ 103,900.00</b>	<b>\$ 103,900.00</b>	none
	Jerico Fire Protection Co.	\$ 104,800.00		\$ 104,800.00		none
<b>CWCTE-09</b>	<b>BUILDING PLUMBING &amp; SITE UTILITIES</b>					
	<b>JT2 Inc, Todd Companies</b>	<b>\$ 177,500.00</b>	<b>\$ 27,500.00</b>	<b>\$ 205,000.00</b>	<b>\$ 205,000.00</b>	none
	Max Hayes Plumbing	\$ 201,086.00	\$ 17,174.00	\$ 218,260.00		none
	Stratetic Mechanical	\$ 206,500.00	\$ 28,500.00	\$ 235,000.00		none
	TP Thomas Plumbing	\$ 212,750.00	\$ 22,750.00	\$ 235,500.00		Mattos Underground
<b>CWCTE-10</b>	<b>MECHANICAL</b>					
	ECI	\$ 200,000.00		\$ 200,000.00		SSM, LPC
	New England Sheet Metal	\$ 178,498.00		\$ 178,498.00		Air Control Balance, EMCOR
	Nolte Sheet Metal	\$ 192,000.00		\$ 192,000.00		Performance Cont, System Service Mechanical, EMCOR
	<b>Strategic Mechanical</b>	<b>\$ 162,000.00</b>		<b>\$ 162,000.00</b>	<b>\$ 162,000.00</b>	LPC, Hartmanaire, Performance Contracting
<b>CWCTE-11</b>	<b>ELECTRICAL / LOW VOLTAGE</b>					
	A-C Electric Company	\$ 280,837.00		\$ 280,837.00		Magnetar
	Audemaeus, Sebastian	\$ 323,588.00		\$ 323,588.00		Magnetar
	<b>Collins Electrical Company</b>	<b>\$ 252,062.00</b>		<b>\$ 252,062.00</b>	<b>\$ 252,062.00</b>	EKC Enterprises
	Valley Unique Electric	\$ 317,700.00		\$ 317,700.00		EKC Enterprises

Total Award (Base Bid plus add alternate 1      \$      2,922,764.00

	Bid 2802 Plumbing and Grounds Supplies					
	Aggregate 1 Plumbing Tabulation					
			Ferguson Enterprises			
Annual Estimated Use	Part #	Description	List Price \$	Discount percentage		
30	8813	Moen Commercial Faucet	\$175.75	49%		
30	897CF	Chicago Mop Sink Faucet	\$288.11	44%		
30	ZP6000-ECR-WS1	Zurn 1.6 Diaphragm	\$24.06	44%		
30	ZP6000-B-HP	Zurn Vacuum Breaker	\$3.59	50%		
30	ZP6000-H	ZURN F5AT	\$15.13	39%		
30	ZP6000MADABP	Zurn Handle	\$19.21	40%		
30	ZP6003-H	Zurn Urinal 5F5AT	\$15.13	40%		
30	ZP6000-EUR-WS1	Zurn 1.0 Diaphragm	\$24.06	44%		
30	C665RKPABCP	Chicago Metering Cartridge	\$85.83	44%		
30	333-665PSHABCP	Chicago Metering Faucet	\$197.93	44%		
		Other parts and accessories - discount structure	Varies by Product			
	Aggregate 2 Grounds Tabulation					
			Siteone Landscaping		Ewing Irrigation	
Annual Estimated Use	Part #	Description	List Price \$	Discount percentage	List Price \$	Discount Percentage
300	I-25-04- SS H	Hunter I-25 4" Pop up Rotor w/stainless steel riser			\$80.50	58.90%
		4" Romac 511 coupling 4.5odx4	\$80.75	59.22%		
42	4"X5"	SMITH Blair Steel Repair Coupling			\$161.54	45%
		4" Romac S11 coupling 4.5odx4	\$206.75	58.11%		
146	I-20-04-SS	Hunter I-20 4" pop up rotor w/stainless steel riser	\$38.50	61.06%	\$38.50	58.90%
29	100-2P	Irritrol 2" Globe/Angle electric control Valve	\$226.00	57.80%	\$226.00	57%
610	1804	Rainbird Pop-up Sprayheads, 4" model	\$2.42	60.79%	\$2.41	53.90%
165	1806	Rainbird Pop UP Sprayhead 6" model	\$9.18	54.37%	\$9.18	53.90%
19	130550790	Smith Blair Steel repair coupling 4" x 7"			\$181.57	45%
		4"Romac 511 Coupling 4.5odx7"	\$278.66	57.85%		
17	ICV-2	Hunter 2" Electric Globe Valve	\$244.00	59.22%	\$244.00	58.90%
7	PEB	Rainbird 2" electric globe valves , standard and "dirty water"	\$220.48	54.37%	\$220.48	54%
10	PESB	Rainbird 2" electric globe valves , standard and "dirty water"	\$280.43	54.39%	\$280.43	54%
34	30001612	Toro 6" pop up sprayheads	\$10.71	54.89%	\$10.71	54%
69	30001613	Toro 12" pop up sprayheads	\$15.68	54.80%	\$15.68	54%
10	13050766	Smith Blair Steel Repair Coupling 3" x 7"			\$161.81	45%
		3" ROMAC 511 COUPLING 3.5"ODX7"	\$248.27	58.32%		
10	TR-7	Toro Rotors	\$58.32	54.86%	\$58.32	54%
20	TR-5	Toro Rotors	\$15.00	60.38%	\$15.50	54%
		Other parts and accessories - discount structure	Varies by Product		Varies by Product	

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**CONTACT PERSON:** Barry Jager

**FOR INFORMATION:**

**FOR ACTION:** January 15, 2020

**RECOMMENDATION:**

Ratify the employment contract for the Associate Superintendent, School Leadership, as submitted.

**DISCUSSION:**

Pending the Governing Board's approval of the appointment of a candidate to the open position of Associate Superintendent, School Leadership, the Board shall take formal Action to approve the contract terms of the Associate Superintendent, School Leadership.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact, this contract is already reflected in ongoing 2020-21 funding.

**REVISIONS:**



Board Agenda Item

Thursday, December 12, 2019

Agenda Item: Q. - 1.

Title: Annual Deferred Maintenance Program for 2020-21

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** January 15, 2020

**FOR ACTION:** February 5, 2020

**RECOMMENDATION:**

Approve the 2020-21 Annual Deferred Maintenance Program and authorize the Superintendent or designee to call for bids for projects, as submitted.

**DISCUSSION:**

Since the inception of the State Deferred Maintenance Program in 1979-80, the District has participated in this program, whereby local school districts and the State of California shared 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 2020-21 year is \$4.1 million. Following is a summary of the funds available for the 2020-21 Deferred Maintenance Program:

2020-21 Project Carry-Over Funds	\$60,000
CUSD Contributions from General Fund	\$4,100,000
Interest Income	\$0
<b>TOTAL</b>	<b>\$4,160,000</b>

District staff is requesting that the Governing Board approve the 2020-21 project list (attached) and authorize the Superintendent or designee to establish a bid schedule for the projects. All "B" list projects would be completed provided the "A" list projects stay within estimated costs.

**FISCAL IMPACT/FUNDING SOURCE:**

To be included in the 2020-21 budget development process.

**ATTACHMENTS:**

Description	Upload Date	Type
2021-21 Deferred Maintenance Project Summary	12/20/2019	Backup Material

**REVISIONS:**

CLOVIS UNIFIED SCHOOL DISTRICT  
2020-2021 DEFERRED MAINTENANCE PROJECT SUMMARY

Budget \$ 4,160,000

	Site	Project Category	Project Description	Estimated Cost
"A" List	Cedarwood	Painting	Paint exterior of campus	\$ 130,000
	Clovis East Ag	Paving	Parking lot seal & stripe	\$ 16,000
	Clovis High	Roofing/HVAC	Roofing shop, band room & snack bar/replace chiller	\$ 750,000
	Clovis North	Paving	West parking lot seal & stripe	\$ 110,000
	Clovis West	Paving	Remove & replace east lot	\$ 370,000
	Cole	Painting	Paint exterior of campus	\$ 130,000
	Copper Hills	Paving	10% remove & replace/seal & stripe parking	\$ 190,000
	District Office	Paving	10% remove & replace/seal & stripe parking	\$ 105,000
	District wide	Carpet, painting, bleachers	Carpet stock, bleacher repair, misc. roofing & painting	\$ 240,000
	Dry Creek	Roofing	Beam repair/replace roof on two classroom wings	\$ 300,000
	Fancher Creek	Roofing	Replace roof on MPR & Admin.	\$ 300,000
	Garfield	Paving	Remove & replace play courts/seal & stripe parking	\$ 230,000
	Pinedale	Paving	Remove & replace parking east lot	\$ 60,000
	Reagan	Painting	Paint exterior of campus	\$ 130,000
	Woods	Painting	Paint exterior of campus	\$ 150,000
				\$
				\$
				\$
				\$
				\$
			Contingency	\$ 225,610
			Inspection/Consultant	\$ 70,000
			Total	\$ 3,506,610
"B" List	Buchanan	Paving/Painting	Paint three buildings/Reconstruct parking, seal & stripe	\$ 375,000
	Reagan	Paving	Remove & Replace east parking lot	\$ 200,000
				\$
			Contingency	\$ 48,390
			Inspection/Consultant	\$ 30,000
			Total	\$ 653,390

<b>COMBINED TOTAL</b>	<b>\$ 4,160,000</b>
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Board Agenda Item

Thursday, December 12, 2019

Agenda Item: Q. - 2.

**Title:** Williams Settlement Complaint Summary Report - Second Quarter 2019-20 School Year

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** January 15, 2020

**FOR ACTION:** February 5, 2020

**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 mis-assignments. 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 2019-20 school year, the District received zero (0) complaints under the guidance of the Williams Lawsuit Settlement, as reflected in the attached report.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**ATTACHMENTS:**

Description	Upload Date	Type
2nd Quarter Williams Settlement Complaint Summary Report	12/13/2019	Backup Material

**REVISIONS:**






**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

**2<sup>nd</sup> Quarter:** October 1, 2019 – December 31, 2019

	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



Board Agenda Item

Thursday, December 12, 2019

Agenda Item: Q. - 3.

**Title:** Placement of Special Education Students in a Residential Treatment Facility, Non-Public School and Non-Public Agency

**CONTACT PERSON:** Don Ulrich

**FOR INFORMATION:** January 15, 2020

**FOR ACTION:** February 5, 2020

**RECOMMENDATION:**

Authorize Clovis Unified to enter into an agreement with Heritage Residential Treatment Facility, a residential treatment facility in Provo City, Utah; enter into an agreement with Central Valley Training Center, a non-public agency in Fresno, California; and enter into an agreement with Creative Alternatives, a non-public school in Fresno, California.

**DISCUSSION:**

Based on the Individualized Education Program (IEP) recommendations, it has been determined that the following Special Education students require services in a residential treatment facility in order to address the students' unique educational needs for the 2019-20 school year:

Student ID#	Residential Treatment Facility	Location	Cost Per Month
#17 & #32	Heritage Residential Treatment Center	Provo City, UT	\$27,000 includes both students

Additionally, based on the IEP recommendations, it has been determined that the following student requires services in a non-public agency in order to address the students' unique educational needs for the 2019-20 school year:

Student ID#	Non-Public School	Location	Cost Per Month
#31	Central Valley Training Center	Fresno, CA	\$1,900

Additionally, based on the IEP recommendations, it has been determined that the following students require services in a non-public school in order to address the students' unique educational needs for the 2019-20 school year:

Student ID#	Non-Public School	Location	Cost Per Month
#33 & #34	Creative Alternatives	Fresno, CA	\$8,200 includes both students

Clovis Unified will review the above cases every six months to determine the appropriateness of the placements and whether less restrictive placements can meet the students' unique educational needs.

**FISCAL IMPACT/FUNDING SOURCE:**

As noted above, the costs have been included in the 2019-20 Special Education Budget.

**REVISIONS:**

**Title:** Authorization and Ratification to Purchase Via Piggyback from  
Arvin Unified School District

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** January 15, 2020

**FOR ACTION:** February 5, 2020

**RECOMMENDATION:**

Authorize the purchase of furniture and equipment from the Arvin Unified School District Invitation for Bid 2018-19-001 School Furnishings, Office Furnishings and Accessories and recognize it is in the best interest of the District to make the purchase without advertising for bids, pursuant to Public Contract Code Section 20118.

**DISCUSSION:**

Arvin Unified School District awarded a piggyback cooperative contract for the purchase of school furnishings, office furnishings and accessories through Sierra School Equipment Company. The contract is valid through November 12, 2020. Orders will only be placed against this bid as long as it remains in the best interest of the District.

Section 20118 of the California Public Contract Code provides that the Governing Board of a school district, without advertising for bids, may authorize the purchase of equipment, materials and supplies from another public corporation or agency if the other public corporation or agency has complied with the Public Contract Code regarding the purchase of similar equipment, materials and supplies.

Approval to use the piggyback option would enable the purchase of replacement cafeteria tables at four (4) District sites: Century, Clovis, Copper Hills, and Garfield elementary schools, as well as tables for Janet Young Elementary School. In addition to cafeteria tables, the piggyback allows for the purchase of equipment and supplies, which meet all District standards, at a negotiated cost savings and would save order lead time.

**FISCAL IMPACT/FUNDING SOURCE:**

The cost of the cafeteria table purchase is \$199,515. The purchase for the four existing sites will be funded with Certificate of Participation funds. Janet Young Elementary tables will be funded out of new school start up funds. Utilization of the piggyback contract results in a savings of approximately \$58,778. Additional savings of \$18,483 projected due to ordering prior to anticipated tariff and manufacturer price increases. Total savings of approximately \$77,261.

**REVISIONS:**

**Title:** Authorization and Ratification to Purchase Via Piggyback From Various Contracts

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**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:** January 15, 2020

**FOR ACTION:** February 5, 2020

**RECOMMENDATION:**

Approve the purchase of supplies and equipment utilizing various cooperative purchasing contracts, and recognize that it is in the District's best interest to make the purchases without advertising for bids pursuant to Public Contract Code Section 20118.

**DISCUSSION:**

Approval of the piggyback contract utilization will ensure compliance with State and Federal procurement guidelines and spending limits, while ensuring the timely purchase of items to meet student and District needs.

PACE, PCA and SPURR all have various co-operative purchasing contract pricing available and are utilized by the District. Some of the merchants associated with these contracts include but aren't limited to AMS.NET, B&H Photo, CDWG, Children's Plus, Lakeshore Learning, Nasco, School Specialty and Troxell. Current and subsequent orders would only be placed against these bids as long as it remains in the best interest of the District.

Section 20118 of the California Public Contract Code provides that the Governing Board of a school district may authorize the purchase of equipment, materials and supplies from another public corporation or agency without advertising for bids if the other public corporation or agency has complied with all Public Contract Codes regarding the purchase of similar equipment, materials and supplies.

**FISCAL IMPACT/FUNDING SOURCE:**

Contract pricing will be utilized on an as-needed basis utilizing existing budgets. In 2018-19, the District saved approximately \$455,900 utilizing piggyback contract pricing.

**REVISIONS:**



Board Agenda Item

Wednesday, January 8, 2020

Agenda Item: Q. - 6.

Title: Grant or Deny Charter Petition of Clovis Global Academy

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**CONTACT PERSON:** Eimear OFarrell

**FOR INFORMATION:** January 15, 2020

**FOR ACTION:** February 5, 2020

**RECOMMENDATION:**

Grant or deny charter petition of Clovis Global Academy.

**DISCUSSION:**

Lead Petitioners Alfredo Cuellar and Harmit Singh Juneja (collectively Petitioners) submitted on November 12, 2019, a petition to Clovis Unified School District (District) seeking to establish a new charter school for a five-year period, commencing on July 1, 2020 to and including June 30, 2025. Based on the Petition, Clovis Global Academy (CGA) anticipates serving students in transitional kindergarten through 8<sup>th</sup> grade. CGA expects to commence school on August 17, 2020, with an anticipated student enrollment of 239 students in the first year, 2020 – 2021, in grade levels kindergarten through 5<sup>th</sup> grade. CGA intends to increase student enrollment annually to include grade 8, with an enrollment of 425 students, by the end of the fifth year, 2024-2025. CGA proposes a classroom-based educational program focused on an English-Spanish dual immersion program. CGA proposes to locate at 44 Shaw Avenue, Clovis, California.

Petitions for the establishment of charter schools are governed by the Charter Schools Act of 1992 (Education Code § 47600 et seq.) and the related regulations (5 Code of Regs. § 11960 et seq.).

The Board Members have each received a copy of CGA's charter petition. District staff is in the process of reviewing the charter petition and will present a staff report and recommendation to the Board for its consideration at its Board meeting on February 5, 2020. The Board will take action to grant or deny the charter petition at the February 5, 2020, Board meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

None

**REVISIONS:**

None