

Report of Findings

Clovis East High School



CLOVIS EAST HIGH SCHOOL
Timberwolves



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Site link: <https://sites.google.com/clovisusd.k12.ca.us/cusd-fire-tech-certifcation/home>

Summary of Findings

Clovis East High School

Fire Technology / Fire Academy Program

Program of Excellence Review – Final Report Summary

As part of the Program of Excellence review process, the site visit committee conducted interviews with school administration, counseling staff, advisory committee members, instructors, and students. The committee also observed program facilities, reviewed curriculum and safety procedures, and evaluated the program against the Program of Excellence standards.

The Clovis East Fire Technology program demonstrates a strong commitment to preparing students for careers in the fire service and emergency response professions. Across all stakeholder groups, the program was consistently described as highly engaging, well-supported, and deeply connected to the local fire service community.

Program Overview

The Clovis East Fire Technology program is a two-year pathway designed primarily for **11th and 12th grade students** interested in careers in firefighting, emergency services, and public safety.

Students typically enroll in **Fire Technology 1** during their first year and continue with **Fire Technology 2** during their senior year. Fire Technology 2 is offered as a **dual enrollment course through Fresno City College**, allowing students to earn college credit while still in high school.

Enrollment in the program is highly competitive. The program receives **over 200 student applications annually** for approximately **60–70 available seats**, which are allocated through a lottery system managed by the counseling department. Students from multiple high schools within Clovis Unified School District are eligible to apply.

Organizational Support and Program Administration

The program benefits from **strong organizational support at multiple levels**, including:

- School administration
- Clovis Unified School District leadership
- Regional Occupational Program (ROP) leadership
- Local fire departments and industry partners

The site visit committee noted that the program demonstrates **excellent organizational structure and administration**, with clearly defined goals aligned with the Program of Excellence standards.

Administrative policies related to:

- Safety procedures
- Injury reporting
- Equipment use
- Training protocols

are well documented and consistently implemented.

Communication between the instructor, administration, and community partners is strong, and the program is viewed as a valued component of the school's Career Technical Education offerings.

Facilities and Training Resources

The committee determined that the Clovis East Fire Technology program has **exceptional facilities and training resources**.

Students have access to a **fully equipped training environment**, including:

- Fire apparatus
- Turnout gear
- Fire service ladders
- Hose and firefighting equipment
- Specialized training tools
- Access to professional training facilities

The program also benefits from access to the **Clovis Fire Department training facility**, which includes a multi-story training tower and additional training props used for realistic fire service training exercises.

The site visit committee concluded that the program is **one of the best equipped secondary fire training programs observed nationally**, providing students with authentic training experiences that closely mirror real-world fire service operations.

Safety protocols were observed to be well established, and procedures for reporting accidents and injuries are clearly defined.

Instructional Staff

The program instructor was identified as one of the program's greatest strengths.

The instructor possesses:

- Extensive fire service industry experience
- Strong professional certifications
- Active involvement in the fire service community

Stakeholders consistently described the instructor as highly dedicated to student success and strongly connected to local fire service agencies.

Students reported that the instructor:

- Mentors students individually
- Encourages career development
- Maintains high expectations for discipline and professionalism
- Provides guidance on career pathways in emergency services

The instructor remains active in professional development within the fire service community. The site visit committee recommended that the instructor consider additional **educational pedagogy training and participation in statewide CTE professional development opportunities**, such as the California Public Safety CTE Summit, to further strengthen instructional practice.

This recommendation is intended as professional growth rather than a corrective measure, as the instructor is already demonstrating strong instructional performance.

Curriculum and Instruction

The curriculum combines **classroom instruction with extensive hands-on training**, allowing students to develop both theoretical knowledge and practical fire service skills.

Training activities include:

- Ladder deployment and climbing
- Hose handling and fireground operations
- Door breaching exercises
- Equipment handling and safety procedures
- Emergency response simulations

Students consistently reported that the program provides valuable exposure to the realities of the fire service.

Guest speakers from local fire departments and other emergency services agencies regularly visit the program to discuss career opportunities and professional expectations.

The curriculum aligns with entry-level fire academy expectations and helps students develop critical workforce skills including teamwork, discipline, communication, and problem solving.

Student Experience and Career Preparation

Students interviewed during the review process expressed strong enthusiasm for the program and described it as one of the most meaningful educational experiences they have had.

Students reported that the program helps them:

- Develop teamwork and leadership skills
- Build discipline and personal responsibility
- Gain confidence in physically demanding tasks
- Learn to work effectively under pressure

Students also emphasized the strong sense of camaraderie within the program, often describing their classmates as “brothers and sisters.”

Students described their post-graduation goals as including:

- Attending fire academies
- Obtaining EMT certification
- Pursuing paramedic training
- Joining local fire departments or CAL FIRE
- Enlisting in military fire protection roles
- Studying fire science or related fields in college

The program also supports students through:

- Career planning activities
- Individual graduation plans
- Five-year career planning
- Leadership development opportunities
- Participation in Fire Explorer programs

Counseling and Career Guidance

The Clovis East counseling department plays an important role in helping students access and prepare for the Fire Technology program.

The campus employs **eight counselors serving grades 7–12**, allowing counselors to work with students for multiple years and guide them through career exploration and academic planning.

Career assessment tools used include:

- **CaliforniaColleges.edu career interest inventories**
- **ASVAB aptitude testing**

Students complete career interest inventories during both junior high and high school to help identify career interests and appropriate pathway opportunities.

Counselors also coordinate enrollment requests, verify eligibility requirements, and manage the lottery process for program admission.

Community and Industry Partnerships

The program maintains strong partnerships with numerous industry partners, including:

- Clovis Fire Department
- Fresno City College
- Wildfire Defense Systems
- California Army National Guard
- Fire Explorer programs
- Local fire service professionals

These partnerships support the program through:

- Equipment donations
- Guest speakers
- Advisory committee participation
- Training facility access
- Career mentoring opportunities

Students reported that community members and firefighters frequently donate equipment and volunteer their time to help support the program.

The advisory committee was described by the site visit team as **highly engaged and supportive**, providing meaningful input into program development and curriculum alignment with industry standards.

Program Strengths Identified by the Site Visit Committee

The site visit committee identified numerous strengths within the program, including:

- Exceptional facilities and training equipment
- Strong support from school administration, ROP leadership, and industry partners
- A highly qualified instructor with strong industry experience
- A curriculum that effectively integrates classroom instruction with hands-on training
- Strong student engagement and enthusiasm for the program
- Meaningful career preparation for fire service careers
- Active advisory committee participation and industry collaboration
- Strong student camaraderie and teamwork culture

The program was described by the committee as **one of the strongest secondary fire training programs observed**, providing authentic and meaningful career preparation opportunities.

Recommendations for Continued Program Growth

While the program is performing at a very high level, the site visit committee offered several recommendations to support continued growth and expansion.

Expand Program Capacity

Demand for the program significantly exceeds available seats, with more than 100 students reportedly waiting to enroll each year.

The committee recommends exploring options to expand participation, which may include:

- Adding additional course sections
- Developing additional program locations within the district
- Increasing instructional staff if facilities allow

Review Student Selection Processes

While the current lottery system ensures fairness, the committee suggested exploring whether additional factors such as **demonstrated career interest or participation in related programs (e.g., Fire Explorer programs)** could be incorporated into the selection process, if district policies permit.

Increase Female Participation

The committee recommended exploring strategies to encourage increased participation of female students in the program to promote greater gender diversity within the pathway.

Expand Student Recognition Opportunities

The committee suggested implementing **regular student recognition programs**, such as monthly awards or honors programs, in addition to end-of-year recognition.

The committee also recommended exploring participation in organizations such as the **National Technical Honor Society (NTHS)** to provide additional recognition opportunities for students.

Expand Field-Based Learning Opportunities

The committee recommended continuing to expand field-based learning opportunities with local fire departments and agencies, allowing students to observe a wider range of fire service operations and career pathways.

Conclusion

The Clovis East Fire Technology program represents an outstanding example of a high school career pathway aligned with industry needs and workforce preparation.

The program provides students with authentic training experiences, strong mentorship, and meaningful connections to the fire service community.

With continued support from school administration, industry partners, and district leadership, the program is well positioned to continue preparing students for successful careers in the fire service and related emergency response professions.

Site Visit

Site Evaluators:

- LAPSEN – Dr. Thomas Washburn
- Kerman HS - Lee Ness
- Fresno ROP - Mike McColm

Administration and Staff Participants:

- City of Clovis Fire Department- Chris Ekk, Fire Chief
- California Army National Guard- SFC George Serna
- CAL FIRE - Fresno Kings Unit - Dan Urias, Assistant Fire Chief

Student Leaders

- Logan Macklemore – Junior
- Abby Martin – Junior
- Evan Razo - Junior
- Richard Davis – Senior

Program Operational Standards

I. Organization and Administration Indicators

I. Organization and Administration Indicators	Meets Criteria Y/N	Points
Program supports upper-level mission statements	Y	1/1
Goals appropriate for a program of excellence	Y	1/1
The current student/instructor ratio appropriate for teaching occupational skills	Y	2/2
The program is well promoted within the school, school system, and to prospective students.	Y	5/5
Quality program marketing materials and website	Y	5/5
Ongoing collaboration between school counseling departments that influence student enrollment in the program in place	Y	2/2
Proper policies in place for training equipment and materials	Y	1/1
Proper budgeting process	Y	2/2
Plans in place for maintaining and replacing consumables, course content, software, equipment, and/or instructional support materials.,	Y	1/1
Evidence of clear communication and collaboration with the advisory committee, local school administration, and district administration	Y	2/2
18 of 22 possible points are required to pass this section	Total	22/22
Notes: Social media use is solid		
	FAIL	PASS

II. Instructional Staff

II. Instructional Staff Indicators	Meets Criteria Y/N	Points
Does the instructor meet all state certifying requirements	Y	1/1
The high school LPS teacher is an active member of ACTE, LAPSEN, and SkillsUSA or HOSA	Y	2/2
The instructor has appropriate current industry certifications and instructor certifications for program needs	Y	2/2
The instructor has adequate professional development for program needs	Y	2/2
The instructor has a personal/professional plan to grow as an educator and maintain an industry knowledge base	Y	1/1
Instructor attends relevant conferences and training	Y	1/1
The system adequately supports instructor's participation in conferences and training	Y	1/1
8 of 10 possible points are required to pass this section	Total	10/10
Notes: Come to summit Highest quality instructor		
	FAIL	PASS

III. Facilities, Equipment & Safety

III. Facilities, Equipment & Safety Indicators		Meets Criteria Y/N
The LPS lab and/or classroom are equipped with updated and functional equipment per CDE requirements as reflected on the inventory	Y	
An appropriate equipment replacement plan is available.	Y	
There are sufficient consumable materials and supplies	Y	
Adequate storage available	Y	
Program space meets or exceeds state requirements, or an actionable plan is in place to meet such requirements. In spaces with multiple teachers, space demands are being addressed adequately.	Y	
Facilities are clean, organized, and well maintained	Y	
Each instructor has adequate personal space to plan and work	Y	
Classroom instructional technology is updated, functional and available	Y	
Students have adequate technology to meet program goals and prepare students for LPS careers	Y	
Program spaces are safe and have proper safety equipment	Y	
Forensics labs follow proper science lab safety policies	Y	
The accident report policy is available	Y	
Students and staff are aware of emergency procedures	Y	
Chemicals/combustibles are located and stored properly	Y	
The classroom and laboratory meet all state and federal safety requirements	Y	
Policy for student check-out of equipment	Y	
Tools and equipment mirror what is used in the industry appropriate to skills being taught	Y	
19 of 23 possible points are required to pass this section	Total	23/23
Notes: Best equipped program in nation		
Note – 2 items are automatically pass/fail	FAIL	PASS

IV. Curriculum and Instruction

IV. Curriculum and Instruction Indicators		Meets Criteria Y/N	
Syllabus is appropriate		Y	
The program is using state curriculum, prerequisites, and sequences		Y	
Students can complete the pathway in 3 years		Y	
The program implements a clear and intentional literacy plan		Y	
Instructor Showcase			
Course Name:			
Unit Plan #1		Teacher Name:	
• Adequately matches standards		Y	
• Developmentally appropriate		Y	
• Evidence of differentiation		Y	
• Evidence of addressing different learning styles		Y	
• Multiple modalities		Y	
• Bias-free instruction and materials		Y	
• Academic integration		Y	
• Higher order assessment elements		Y	
• Multi-media and or technology-based elements		Y	
• Use of clear and easy-to-understand rubrics		Y	
• Clear instructions		Y	
• Content is updated to industry standards		Y	
• Appropriate materials		Y	
• Assessments meet educational standards		Y	
• Evidence assessment is used to drive instruction		Y	
• Unit plan is organized, well thought out, and clear		Y	
17 of 20 possible points are required to pass this section		Total	20/20
Notes: Literacy			
		FAIL	PASS

V. Student Preparation - Employability Skills and Career Development Activities, CTSO

V. Student Preparation Indicators	Meets Criteria Y/N	
Cohesive career awareness and employability plan is in place across all courses	Y	
Each student has individual career counseling offered	Y	
There is a plan in place to ensure students graduate	Y	
There is a plan in place to track graduates	Y	
The appropriate number of students are passing state-required assessments and/or certification tests or an actionable plan is in place to improve performance	Y	
Students are offered industry certification opportunities	Y	
The program has the appropriate number of students complete the pathway	Y	
A good number of enrolled students are members of SkillsUSA or HOSA – may be waived with an explanation	Y	
Students participate in SkillsUSA State Leadership and Skills Conference	Y	
Student leadership participates in at least one out-of-school leadership event or activity that is not a state conference	Y	
SkillsUSA chapter achieved at least a Bronze level for Chapter/Standards of Excellence Program	n/a	
Students are made aware of career opportunities offered in the community	Y	
Students are participating in work-based learning, shadowing, and/or internships	Y	
Students have individual career plans and portfolios	Y	
Guest speakers from industry and/or field trips are a part of classes	Y	
Student recognition is in place such as a student of the month or similar	N	
Students have the opportunity to join NTHS if they qualify & are made aware of the LAPSEN endorsement	N	
16 of 20 possible points are required to pass this section	Total	
Notes: More regular recognition NTHS consideration		
	FAIL	PASS

VI. Advisory Committee, Industry and Community

VI. Advisory Committee, Industry and Community Indicators	Meets Criteria Y/N	Points
The program has an active advisory committee	Y	1/1
The program advisory committee is well represented by the community, industry, and reflective of the diversity of the school community	Y	1/1
The advisory committee is engaged with program students whether through SkillsUSA/HOSA or similar activities	Y	1/1
A public relations plan in place and being implemented	Y	1/1
The industry is involved in the program beyond the advisory committee	Y	1/1
5 of 5 possible points required to pass this section	Total	5/5
Notes: Outstanding advisory/industry support.		
	FAIL	PASS

Summary of Results

X **Program meets certification** ____ ~~Program does not meet certification~~

Commendations:

- **Exceptional Program Leadership**

The Fire Technology instructor demonstrates outstanding leadership, industry experience, and commitment to student success. Students, administrators, counselors, and advisory members consistently praised the instructor for mentorship, professionalism, and dedication to preparing students for careers in the fire service.

- **Strong Administrative and District Support**

The program receives strong support from school administration, the district, and the Regional Occupational Program (ROP). Communication between stakeholders is effective and contributes to the program's overall success.

- **Highly Engaging Hands-On Instruction**

The program provides extensive hands-on training opportunities that closely replicate real fire service operations, including ladder drills, hose deployment, equipment use, and fireground simulations.

- **Outstanding Facilities and Equipment**

The program maintains excellent training resources and equipment, including turnout gear, fire apparatus, ladders, and training tools. Access to professional fire training facilities further enhances the authenticity of the learning experience.

- **Strong Community and Industry Partnerships**

Partnerships with the Clovis Fire Department, Fresno City College, private wildfire contractors, military partners, and other community organizations provide valuable training opportunities, equipment support, and career guidance for students.

- **Active and Engaged Advisory Committee**

The advisory committee is highly involved and provides meaningful input related to curriculum alignment, workforce needs, and program development.

- **Dual Enrollment Opportunities**

The Fire Technology program provides students the opportunity to earn college credit through dual enrollment with Fresno City College, helping students begin postsecondary education while in high school.

- **High Student Engagement and Camaraderie**

Students described the program as highly motivating and emphasized the strong sense of teamwork, discipline, and camaraderie developed through training activities.

- **Clear Career Pathways for Students**

Students demonstrated clear understanding of potential career pathways in fire service and emergency response, including fire academy programs, EMT certification, paramedic training, and employment with local and state fire agencies.

- **Effective Career Guidance and Counseling Support**

Counselors actively support student career exploration through career inventories, ASVAB testing, and pathway advising, helping students identify career goals and access the program.

- **Strong Safety Procedures and Program Policies**

Safety protocols, training procedures, and accident reporting systems are clearly established and consistently followed.

Recommendations:

- **Explore Expanding Program Capacity**

Demand for the program significantly exceeds available seats. The school and district should explore options to expand program capacity to allow more students to participate.

- **Consider Additional Program Locations or Sections**

Due to limited space and high demand, the district may consider expanding the program to additional campuses or adding sections if facilities and resources allow.

- **Evaluate Student Selection Processes**

While the lottery system ensures fairness, the district may consider incorporating additional factors—such as demonstrated career interest, participation in explorer programs, or prior related experiences—into the selection process if permitted by district policy.

- **Increase Female Participation in the Program**

The program may benefit from targeted outreach efforts to encourage more female students to participate in the Fire Technology pathway.

- **Expand Field-Based Learning Opportunities**

Continue strengthening partnerships with local fire departments and emergency service agencies to provide additional field experiences, training opportunities, and career exposure for students.

- **Encourage Continued Professional Development in Educational Pedagogy**

While the instructor demonstrates strong instructional skills, participation in additional education-focused professional development opportunities (such as the California Public Safety CTE Summit or other instructional training programs) may further enhance teaching strategies.

- **Develop an Introductory Fire Science Course**

Creating an introductory course could strengthen the pathway pipeline and better prepare students for entry into the advanced Fire Technology courses.

- **Increase Student Recognition Opportunities**

Consider implementing regular student recognition programs (such as monthly awards) and exploring participation in organizations such as the National Technical Honor Society (NTHS).

- **Continue Expanding Postsecondary Partnerships**

Continue pursuing additional dual enrollment opportunities, including potential coursework related to wildland firefighting or other specialized fire service fields.

Appendix 1

Administrator Interview Questions

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Advisory interview Questions

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Counselor Interview Questions

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Student Interview Questions

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Photos

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