1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

Los Molinos High School offers the following organized classes in the study of agriculture science and technology: Agriculture Biology, Agriculture Science I, Plant Science, The Art and History of Floral Design, Agriculture Leadership, ROP Animal Science, ROP Metal Fabrication, ROP Agriculture Mechanics, Introduction to Woodshop and Introduction to Farm Shop. All students are required to participate in an SAE project, which allows the active application of science based principles in a “learn by doing” environment. The projects are documented in the FFA Record Book (Quality Criteria 1H). All students enrolled in an Agriculture class are members of the FFA (Future Farmers of America). As members of the FFA students are eligible to participate in FFA activities that promote premier leadership, personal growth and career success through agriculture education.

Agriculture Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Curriculum adheres to Science Content Standards for California Public Schools. Units are broken into five core areas including Cell Biology, Genetics, Evolution, Physiology and Ecology. This course satisfies the life science graduation requirement and the lab science requirement for UC/CSU a-g courses. All 9th grade students at Los Molinos High School are enrolled in Agriculture Biology; however exceptions include: (1.) mid-year transfer students, (2.) students repeating the class, (3.) transfer students deficient in laboratory science credits.

Agriculture Science I focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. This course satisfies the life science graduation requirement and is currently pending UC/CSU a-g approval for the 2011-2012 school year.

Plant Science offers hands-on experience in many areas of horticulture. Students learn basic horticultural plant structures and functions, propagation methods, growing media and fertilizers, landscaping, pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. Students examine horticultural tree, shrub, vine, and ground cover

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varieties, cultivars and native species of horticultural use. Common and specific names as well as pertinent facts on each species are correlated to field identification. The study of plant diseases, their causes, as well as pathogen biology are examined. Units in this course also cover turf grass management, weed science and irrigation systems. This course satisfies the life science graduation requirement, Shasta College Dual Enrollment credit and is currently pending UC/CSU a-g approval for the 2011-2012 school year.

The Art and History of Floral Design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects include applied art principles, cut flower care and handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills developed include customer consultations, pricing, and use of technology in the industry. Course instruction also includes topics such as construction of corsages and floral arrangements, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. This course satisfies the visual preforming arts graduation requirement, Shasta College Dual Enrollment credit and the Visual Preforming Arts requirement for UC/CSU a-g courses.

ROP Metal Fabrication, ROP Agriculture Mechanics, Introduction to Woodshop and Introduction to Farm Shop prepare students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction. These courses satisfy graduation elective requirements.

In ROP Animal Science, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The course includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products. This course satisfies the life science graduation requirement.

Agriculture Leadership will return to Los Molinos High School for the 2011-2012 school year. Course content will focus on public speaking and communication skills, group dynamics, problem solving techniques, delegation of authority and self-awareness. Improving/developing technological, leadership and workplace skills will be an overarching theme. Content will include an in depth evaluation of agricultural issues; including historical issues, current issues, influential leaders and the impact of agriculture on daily life. This course will serve as a capstone for all career pathways and act as a foundation to supplement and address scholarship opportunities, college or

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trade school options and the LMHS Senior Project. This course satisfies the graduation elective requirement.

1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathway(s) and course sequences.

When I began teaching at LMHS in the fall of 2008 there was an absence of diverse agriculture pathways. Prior to my employment, the 2007-2008 school year provided only one solid pathway; comprised of various Agricultural Mechanics classes. To begin establishing pathway diversity and implementing pathway standards, I developed a Floral Design program for the 2008-2009 school year. In the last three years Floral Design has become a very popular class and has been at maximum capacity each year. A second section of Floral Design will be offered in the 2011-2012 school year to meet student enrollment demands.

In my second year teaching at LMHS I continued to focus on pathway standards by reinstating a Plant Science/Horticulture class. To my understanding Plant Science had once been a thriving program at LMHS but over the last decade had nearly disappeared. Plant Science will continue in its third consecutive year in the fall of 2011 and is anticipated to continue the trend of increased enrollment. The development of the Plant Science Pathway at LMHS is most evident in the Ornamental Horticulture Unit. Drastic improvements have been made to the school’s greenhouse and lath house facilities.

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The Career Technical Education (CTE) Model Curriculum Standards for the Agriculture and Natural Resources Industry Sectors comprise the following seven career pathways: Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture and Plant and Soil Science. LMHS continues to expand pathway options to seek a broader reach of these pathways. It is evident that pathways have been better defined over the last three years, however expansion is still in progress. I would like to see shop classes of five students or less condensed and Agriculture Business or Forestry and Natural Resources courses offered. Regardless, LMHS currently excels in the following three major core pathway areas.

LMHS course curriculum addresses Foundation Standards within the program pathways and course sequences. All courses offer integrated Foundation Standards, while some courses emphasize specific Foundation Standards more than others. For example, FS 2.0, 3.0 and 9.0 (Communication, Career Planning and Management, Leadership and Teamwork) are integrated into all courses; however each are incorporated more comprehensively in Ag Leadership. Foundation Standard 6.0 (Health and Safety) is also integrated into all courses, yet it is found more prevalent in lab based environments such as shop, laboratory and greenhouse lessons. A more thorough analysis of Foundation Standard implementation can be seen noted on individual lesson plans, unit plans, course outlines and syllabi.

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1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)

The following outline is for those students who would like to attend a two/four year college directly after high school. Following these guidelines will allow a student to have a broad understanding of the agriculture industry and be able to enter into a two/four year college or university majoring in agriculture.

**College Prep → Agriculture Curriculum**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AG Classes</strong></td>
<td>Agriculture Biology</td>
<td>Integrated Agriculture Science or Ag Mech.</td>
<td>Any Ag Class if prerequisite is met, see list below</td>
<td>Any Ag Class if prerequisite is met, see list below</td>
</tr>
<tr>
<td>College Prep</td>
<td>College Prep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math &amp; Fine Art</strong></td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Art, Dance, Theatre or Music</td>
</tr>
<tr>
<td><strong>Science &amp; Foreign Language</strong></td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Advanced English 9</td>
<td>Advanced English 10</td>
<td>Advance English 11</td>
<td>Advanced English 12</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Driver Education/Career Education</td>
<td>World History Culture &amp; Geography</td>
<td>U.S. History</td>
<td>American Government/Economics</td>
</tr>
<tr>
<td>Education/Computer Applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>PE/Health</td>
<td>PE</td>
<td>Dance</td>
<td>Elective Class</td>
</tr>
</tbody>
</table>

Freshmen entering high school that are reading below grade level are required to take reading lab during their first year in high school.

---

**LMHS Agriculture Education Career Pathways**

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture/Plant Science</td>
<td>*Integrated Ag Science</td>
<td>*Plant Science</td>
</tr>
<tr>
<td>Agriculture Mechanics</td>
<td>Introduction to Woodshop/Farm Shop</td>
<td>ROP Agriculture Mechanics</td>
</tr>
<tr>
<td>Animal Science</td>
<td>*Integrated Ag Science</td>
<td>*ROP Animal Science</td>
</tr>
</tbody>
</table>

*Meets high school science and art graduation requirements.

Los Molinos High School Graduation Requirements:

- **230** Total Credits Needed to Graduate
- **170** Credits – Required Courses
- **60** Credits – Elective Coursework

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The following outline is for those students who want to graduate from high school with a strong background in agriculture and have a strong educational base to continue their education at a community college. Following these guidelines, will allow a student to have a high understanding of the agriculture industry and develop competent agriculture skills.

High School Graduation → Community College → Work Force

**Agriculture Curriculum**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>Agriculture Biology</td>
<td>Integrated Agriculture</td>
<td>Chemistry or Physics</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td><em>(Lab Science)</em></td>
<td>Science (Science Elective)</td>
<td><em>(Physical Science)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Spanish I or Art, Dance, Theatre, Music</td>
<td>CHOOSE FROM AG. CAREER PATHWAYS BELOW</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>or Fine Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Pre Algebra or Algebra I</td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Driver Education Career</td>
<td>World History Culture &amp;</td>
<td>U.S. History</td>
<td>American Government/</td>
</tr>
<tr>
<td></td>
<td>Education Computer Applications</td>
<td>Geography</td>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>PE/Health</td>
<td>PE</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

In addition to these courses, a student must take 5 semesters of other electives to fulfill the graduation requirements.

Freshmen entering high school that are reading below grade level are required to take reading lab during their first year in high school.

**LMHS AGRICULTURE EDUCATION CAREER PATHWAYS**

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Horticulture/Plant Science</strong></td>
<td>*Integrated Ag Science</td>
<td>*Plant Science</td>
</tr>
<tr>
<td><strong>Agriculture Mechanics</strong></td>
<td>Introduction to Woodshop/Farm Shop</td>
<td>ROP Agriculture Mechanics</td>
</tr>
<tr>
<td><strong>Animal Science</strong></td>
<td>*Integrated Ag Science</td>
<td>*ROP Animal Science</td>
</tr>
</tbody>
</table>

*Meets high school science and art graduation requirements.

**Los Molinos High School Graduation Requirements:**

- 230 Total Credits Needed to Graduate
- 170 Credits – Required Courses
- 60 Credits – Elective Coursework

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1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

To fully understand the scheduling of classes at LMHS, you must first recognize the size and scope of the school itself. LMHS is classified as a necessary small school. There are eleven full time teachers at LMHS, many of which overlap the responsibilities of being a classroom teacher, an athletics coach and a club supervisor. In 2008 LMHS reported 195 students enrolled. In June of 2011 LMHS completed the school year with a collective enrollment of 182 students, in 9-12th grades. Calculations indicate/anticipate that enrollment will drop below 172 students in the 2011-2012 school year. This decrease in enrollment will result in “dropping a band,” thus reducing a proportion of necessary small school financial allowance.

In an attempt to increase attendance, the school has begun to implement a series of strategies to combat the declining enrollment. One of these strategies includes increasing student opportunities. In order to increase student opportunities, the LMHS has elected to change their schedule from a six period day to a seven period day. It is the hope of teachers, administrators and school board members that this will allow flexibility in student schedules and enhance the variety of classes offered. As a result, this change in scheduling will allow more flexibility for agriculture students to complete their selected career path(s).
1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)

Each agriculture course at LMHS implements a Career Planning and Management Unit specific to the curriculum of the course. However, Agriculture Biology integrates career opportunities into each unit as it applies to the subject being taught. Depending on the course, the Career Units are molded to fit the curriculum. Foundation Standards state that students should be able to understand how to make effective decisions, use career information, and manage personal career plans. Specifically, standard 3.1 states that students should know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers. Standard 3.2 reaffirms that students should understand the scope of career opportunities and know the requirements for education, training, and licensure. Each of these components are addressed through diversified career planning and research activities specific to each course. An assessment of agriculture career awareness information included in each course I teach is identified below.

Agriculture Biology: Career opportunities are integrated as a segment in each unit. In this class, rather than teach a consolidated Career Planning and Management Unit, I prefer to incorporate a career segment into each major unit. I take this approach because I find that my freshmen absorb information more readily when it pertains to the exact topic being discussed.

<table>
<thead>
<tr>
<th>Major Unit of Instruction</th>
<th>Career Pathway:</th>
<th>Example Agricultural Careers Addressed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecology</td>
<td>Agriscience, Animal Science, Forestry &amp; Natural Resources, Ornamental Horticulture, Plant and Soil Science</td>
<td>Research Scientist, Ecologist, Park/Wildlife Manager, Geologist, Fish and Game Officer, Hydrologist</td>
</tr>
<tr>
<td>Physiology</td>
<td>Agriscience, Animal Science</td>
<td>Livestock Manager/Producer, Veterinarian, Al Technician</td>
</tr>
<tr>
<td>Cell Biology</td>
<td>Agriscience, Animal Science, Forestry &amp; Natural Resources, Ornamental Horticulture, Plant and Soil Science</td>
<td>Chemist, Research Scientist, Biochemist, Health and Safety Inspector, Food Products and Processing Specialist</td>
</tr>
<tr>
<td>Genetics</td>
<td>Agriscience, Agricultural Business, Animal Science, Forestry &amp; Natural Resources, Ornamental Horticulture, Plant and Soil Science</td>
<td>Livestock or Plant Geneticist, Agriculture Sales, Plant Breeder, Health and Safety Inspector</td>
</tr>
<tr>
<td>Evolution</td>
<td>Agriscience, Animal Science, Forestry &amp; Natural Resources, Ornamental Horticulture, Plant and Soil Science</td>
<td>Research Scientist, Livestock or Plant Geneticist, Plant Breeder</td>
</tr>
</tbody>
</table>
Agriculture Science I: In the Ag. Sci. Career Planning and Management Unit, students write a research report and deliver multimedia presentations on a desired agricultural career choice. Students are then able to discover multiple career choices through in depth presentation given by their peers. During the Career Planning and Management Unit students are also able to listen to agriculture industry guest speakers. Past guest speakers have included USDA Warehouse Examiner, Farm Bureau representative, Pest Control Advisor, Veterinarian, Livestock Breeder, Retail Nursery Manager and Harvest Supervisor. Students are also given the opportunity to explore career opportunities in their community. Field Trips allow a firsthand look at local career opportunities such as Andersen Shelling, Pacific Farms, Schager’s Dairy and the Red Bluff Nursery and Garden Center.

Plant Science/Horticulture: In the Plant Science Career Planning and Management Unit, students write a research report and deliver multimedia presentations on a desired horticultural career choice. Student interest is initially peaked in this unit after watching Careers in Horticulture, a video created by San Luis Video Publishing. A dozen of the most modern career paths available for professional horticulturists are highlighted in this video. Interviews with some of the industry’s most successful people allow students to hear from teens and young adults studying horticulture. Students don’t often realize the vast diversity of careers available in the field of horticulture. Interiorscaping in the Wynn Hotel in Las Vegas always seems to open their eyes to the multitude of career possibilities in the horticulture industry.

The Art and History of Floral Design: This class implements career awareness throughout the curriculum via industry guest speakers, multimedia web clips, industry publications and student portfolios. Each student in the Floral Design class maintains an electronic portfolio throughout the year. Portfolios consist of a resume, cover letter and over a dozen arrangement “write-ups”. Each write up constructed in the class is accompanied by a step by step analysis of the arrangements construction, then followed by a color photograph of the student holding the arrangement they constructed. The idea being that any student who takes this class would be an employable candidate for hire in the field.

1F. The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)

LMHS was fortunate to receive a technology grant in the 2010-2011 school year. This grant allowed a renovation of the school’s computer lab/library. The Learning Center, as it is now called is equipped with 20 state of the art computers available to use as an instructional tool for agriculture department students.

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)

- Computerized Record Book
- Agriculture Term Paper
- Job Resume
Quality Criteria Narrative

- Portfolio Letter of Introduction
- Agriscience Fair Report
- Agriculture/FFA Speech Manuscript
- Job Cover Letter
- Other Agriculture Related Project

The agriculture department utilizes computer aided instruction via computerized Record Books, agriculture term papers, job resumes, portfolio cover letters, FFA speaking manuscripts, and other agriculture related projects such as website design and Animoto videos.

1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (close out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)

Recordkeeping is taught in all agriculture classes. Students in 9th grade Agriculture Biology begin with a hardcopy to learn the logistics of record keeping. They are then able to advance to the computerized record book once they are proficient in completing their hard copy. Students in 10-12th grade have access to computerized record books in order to complete their actual SAE Project record keeping or complete mock problem sets.

1I. Record books of all students are maintained in the Department files until one year following graduation.

All Record Book files associated with students are kept in a filing cabinet in my classroom. My teaching partner has an alternative system of organization for his students Record Books. If a student is enrolled in both of our classes their record book is kept in my classroom. I have found that it is more efficient to organize files by students' first names because 40% of my students are Hispanic and have two last names. Depending on the student, a different last name is sometimes used other than the one on the attendance sheet. Record Books for the current year are kept in baskets organized by period. This system allows for shorter classroom transition time when passing out or collecting books.

Record Book Filing Cabinet, Room 205
Alphabetically Arranged by Student's First Name
Current Year Record Books, Arranged by Period

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11. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

All agriculture classes at LMHS meet high school graduation requirements. Currently Agriculture Biology and The Art and History of Floral Design are the only two classes approved for University of California a-g credit. Plant Science and Agriculture Science are pending approval for University of California a-g credit for the 2011-2012 school year. In the summer of 2010 a policy was passed by the LMHS School Board that students must take three years of a “testable” science. Courses identified as a “testable” science are: Agriculture Biology, Chemistry, Physics and Earth Science. Prior to this policy, students were required to take three years of science; a Lab Science, Life Science and a Science Elective. Although this policy was passed to increase API scores, it inadvertently affected the validity of Plant Science, Animal Science and Agriculture Science because they are not “testable.”

I fear that this change negatively affects the opportunities available to our students. For example, if a Junior is interested in a earning a certificate from a trade school after graduation, they will have no choice but to take Earth Science, Physics or Chemistry rather than a CTE course that focuses on their agricultural career path. In order to make the best of a difficult situation I am currently working on course proposals that will transition Plant Science and Agriculture Science into receiving University of California a-g credit. I anticipate that the School Board may consider an amendment to their new policy that would include and exception for a-g /dual enrolled courses in their three years of “testable” science. Below is a list of agriculture courses offered at LMHS and the requirements they meet.

<table>
<thead>
<tr>
<th>Agriculture Class</th>
<th>Requirement Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Biology</td>
<td>Graduation Lab Science, A-G Area D,</td>
</tr>
<tr>
<td>Plant Science</td>
<td>Graduation Life Science, Dual Enrollment, A-G Pending</td>
</tr>
<tr>
<td>Floral Design</td>
<td>Graduation Visual Preforming Arts, A-G Area F, Dual Enrollment</td>
</tr>
<tr>
<td>Agriculture Science</td>
<td>Graduation Life Science, A-G Pending</td>
</tr>
<tr>
<td>Agriculture Leadership</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Graduation Life Science, Regional Occupational Program</td>
</tr>
<tr>
<td>Ag. Mechanics</td>
<td>Graduation Elective Credit, Regional Occupational Program</td>
</tr>
<tr>
<td>Woodshop/Farm Shop</td>
<td>Graduation Elective Credit</td>
</tr>
<tr>
<td>Metal Fabrication</td>
<td>Graduation Elective Credit, Regional Occupational Program</td>
</tr>
</tbody>
</table>

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2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

2A. An FFA Chapter has been chartered by the State Association or has been applied for.

Los Molinos FFA Chapter was the 74th chapter to be chartered in 1929.

2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

The LMHS Program of Activities was redrafted in its entirety in 2008 and is revised annually by the FFA Officer Team, POA committee and FFA Advisors. The current year’s POA is available on the Ag. Dept. Website and the Superior Regional Supervisor keeps a copy in her office.

2C. Every student is given a grade based upon participation in leadership activities.

Every agriculture student at LMHS is required to earn three FFA activity credits per semester. FFA activities are always listed in a designated area of the front white board to keep students informed of opportunities. Students also record their FFA activity participation on 3X5 note cards throughout the year. This gives students a tangible personal assessment of their progress. They are instructed to record the credits they have earned on one side of the card and the credits they intend to earn on the reverse side of the card. The cards are an effective way to track their progress throughout the semester. All students are given a grade based on these three credits.

Grading:

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>45%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Lab Work</td>
<td>15%</td>
</tr>
<tr>
<td>SAE / Record Book</td>
<td>10%</td>
</tr>
<tr>
<td>FFA Activities</td>
<td>10%</td>
</tr>
</tbody>
</table>


2D. All students enrolled in agriculture classes are affiliated with the State FFA Association.

All students enrolled in agriculture classes are affiliated with the State FFA Association. The filing of the R-2 and FFA Roster is done entirely online by October 15th. Both reports are filed electronically allowing California to electronically transmit the FFA Roster to the National FFA.

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2E. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

Based on the 2010-2011 school year, the LMHS Agriculture Department participated in the following twenty-eight activities, beyond the minimum twelve listed on the FFA Activities Check Sheet.

<table>
<thead>
<tr>
<th>✓ State Leadership Conference</th>
<th>✓ Proficiency Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Regional Meeting</td>
<td>✓ Chapter Award Applications</td>
</tr>
<tr>
<td>✓ Camp Tehama Regional Leadership Conference</td>
<td>✓ Project Competition – Sectional</td>
</tr>
<tr>
<td>✓ Greenhand Conference</td>
<td>✓ Shasta College Field Day</td>
</tr>
<tr>
<td>✓ Opening &amp; Closing Ceremonies Contest</td>
<td>✓ Chico State Field Day</td>
</tr>
<tr>
<td>✓ Best Informed Greenhand Contest – Sectional</td>
<td>✓ Arbuckle Field Day</td>
</tr>
<tr>
<td>✓ Parliamentary Procedure Contest – Sectional</td>
<td>✓ Modesto Jr. College Field Day</td>
</tr>
<tr>
<td>✓ Prepared Public Speaking Contest – Sectional</td>
<td>✓ Cal Poly State Finals</td>
</tr>
<tr>
<td>✓ Creed Recitation Contest – Sectional</td>
<td>✓ Dairyville Orchard Festival</td>
</tr>
<tr>
<td>✓ Job Interview Contest – Sectional</td>
<td>✓ Chapter Creed Contest</td>
</tr>
<tr>
<td>✓ COOP Quiz Contest – Sectional</td>
<td>✓ Breakfast with Santa Com. Service</td>
</tr>
<tr>
<td>✓ Submitted 9 State FFA Degree Applications</td>
<td>✓ Salvation Army Community Service</td>
</tr>
<tr>
<td>✓ Cash for Corduroy Fundraiser</td>
<td>✓ Tehama County Arts Council Event</td>
</tr>
<tr>
<td>✓ Tehama District Fair Youth Tours</td>
<td>✓ Etna Public Speaking Contest</td>
</tr>
</tbody>
</table>

2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the intra-curricular activities of Quality Criteria 2F: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1)

Over 80% of the students in the LMHS Ag. Dept. participates in at least three leadership development activities annually, as verified by department records. The following are among the most common activities. Note: In 2009 and 2010 over forty students (almost a quarter of the school) competed at the West Valley Opening and Closing Ceremonies Contest in official uniform.

<table>
<thead>
<tr>
<th>✓ Shasta College Field Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ West Valley Opening &amp; Closing Ceremonies Contest, COOP Quiz Contest &amp; BIG Contest</td>
</tr>
<tr>
<td>✓ Local Program of Activities Committee, Tri-Tip Drive Thru Committee or Ticket Sales</td>
</tr>
<tr>
<td>✓ Firewood Fundraiser, Landscape Fundraiser, Cash for Corduroy Fundraiser, Cookie Sales</td>
</tr>
<tr>
<td>✓ Greenhand Conference, MFE/ALA, COLC Camp Tehama, State FFA Convention</td>
</tr>
<tr>
<td>✓ Shasta College Sectional Creed Speaking Contest, Chico State Regional Creed Contest</td>
</tr>
<tr>
<td>✓ Floral Design, Nursery Landscape, Dairy Products or Livestock Judging Teams</td>
</tr>
<tr>
<td>✓ 8th Grade Career Fair, 4-H Officer Training Night, Farm Bureau Presentation</td>
</tr>
<tr>
<td>✓ Chapter, Sectional &amp; Regional Prepared Public Speaking &amp; Job Interview Contests</td>
</tr>
<tr>
<td>✓ Freshman Fiesta, Chapter FFA Meetings, Officer Elections &amp; FFA Banquet</td>
</tr>
<tr>
<td>✓ Novice Parliamentary Procedure Team</td>
</tr>
</tbody>
</table>

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3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FA 10.2)

Every agriculture student at LMHS is required to have a Supervised Agricultural Experience project as a part of their grade. All students are given a grade based on the quality of their project. SAE and Record Book are 10% of students’ total grades (2C). The following rubric summarizes SAE project requirements throughout the course of the school year. Note that first year students have slightly modified requirements (3B).

<table>
<thead>
<tr>
<th>SAE Project Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's Name:</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
</tbody>
</table>

Information to Include in your SAE Project Paragraph:

| What are you doing for your project? (for example: raising livestock, landscape maintenance, Ag. mechanics project,...) | 10 |
| When are you starting? Have you already started? | 10 |
| Where is the setting for your project? (for example: at home, the school farm, a relatives house,...) | 10 |
| Who did you need to get permission from to do your project at this sight? | 10 |
| Why did you choose this project? | 10 |
| Is your project an ownership or non-ownership project? | 10 |
| If you are applying skills and knowledge from class what are they? | 10 |
| Do you plan to exhibit your project at the fair or make a profit from your project? | 10 |
| How long will it take you to complete your project? (for example: is your project seasonal or long-range,...) | 10 |
| Grammar, spelling, punctuation, name, date, period. *All papers should be typed. Handwritten papers will not be accepted. | 10 |

Total 100

3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)

First year students spend their fall semester learning the principles of what makes an acceptable SAE. During that time they complete mock Record Book problems, become proficient at record keeping and are exposed to examples of model SAE projects completed by their junior and senior peers. In the Spring Semester students identify their chosen SAE project and begin transferring their rough draft business agreements into their electronic Record Book.

3C. A minimum of 80% of continuing student are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)

According to department records, eighty-eight percent of all agriculture students at LMHS have SAE projects. SAE projects at LMHS consist primarily of livestock enterprises, totaling fifty-seven percent of projects. The remainder of projects are horticulture based, while fewer students engage in agriculture mechanics or work experience projects. I would like to see this change in the future so that students can gain valuable work experience before graduating high school. I would

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also like to see more of our school farm pasture be utilized for student enterprises. The numbers represented in the chart below are a reflection of student SAE projects planned for the 2011-2012 school year. Projections are based off of Record Book Business Agreements and home/project visits.

### 2011-2012 Supervised Agricultural Experience Projects

- **Swine**: 33%
- **Goats & Sheep**: 12%
- **Poultry**: 10%
- **Landscape**: 7%
- **Ag. Mechanics**: 6%
- **Orchard Production**: 5%
- **Dairy & Beef Cattle**: 4%
- **Equine**: 4%
- **Work Experience**: 3%
- **Mock Problems**: 16%

#### 3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.

Students with livestock SAE projects housed at the school farm are visited daily. This is an average of forty-three percent of students. Students with livestock projects kept at their homes are visited every two weeks as documented by Department Records. Students with Landscape, Equine, Orchard Production and Work Experience Enterprises are visited twice a year as documented by department records.

#### 3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

LMHS acquired a Ford F250, long bed, extended cab pick-up truck before John Pitter retired in 2007. The truck is kept in excellent running condition by the Head of Transportation. The truck is parked in the maintenance garage next to the bus barn for convenient access. The truck is shared by me and my teaching partner, Bill Stevens. If personal vehicles are used, we are both compensated for mileage if appropriate paperwork is completed.

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4. QUALIFIED & PROFESSIONAL PERSONNEL

4A. Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.

Every agriculture teacher has the appropriate credential for teaching the subjects assigned. Copies of authorizing credentials are not in the Program Plan.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Credential</th>
<th>Subject(s) Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Stevens</td>
<td>(1) Clear Designated Subjects Vocational Education Teaching Credential; Agriculture Production</td>
<td>Woodshop, Metal Shop, Farm Shop, Animal Science</td>
</tr>
<tr>
<td></td>
<td>(2) Clear Full Time Designated Subjects Career Technical Education Teaching Credential</td>
<td></td>
</tr>
<tr>
<td>Bonnie Baxter</td>
<td>(1) Clear Specialist Instruction Credential; Agriculture</td>
<td>Agriculture Biology, Agriculture Science, Plant Science, Floral Design, Agriculture Leadership</td>
</tr>
<tr>
<td></td>
<td>(2) Clear Single Subject Teaching Credential; Agriculture</td>
<td></td>
</tr>
</tbody>
</table>

4B. Based on the previous year’s records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities.

Based on the 2010-2011 school year, every agriculture teacher, teaching at least ½ time agriculture attended a minimum of four professional development activities including New Professionals Conference and Curriculum Writing for CTE Online.

4C. The agriculture staff meets a minimum of twice a month.

During the school year the agriculture staff meets at least once a week to discuss upcoming events within the department. These meetings are usually informal but effective. Given the small school setting it is more common for department business to be conducted in this manner. Official business meetings are held Thursdays at lunch and include the FFA Executive Officer Team.

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.

Due to the informality of our staff meetings there is a shortage of detailed staff meeting minutes kept on record. This is a department weakness and needs to be improved upon.

4E. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

Teachers are reimbursed for all personal expenses they incur while participating in any Agriculture Department related activities. Administrators and School Board members are very supportive of the LMHS Ag. Dept. An excellent example of this would be when my mom was

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requested as a chaperone for the 2011 State FFA Convention. The school district paid for her round-trip flight from San Luis Obispo to Sacramento in order for her to assist as a chaperone. This is one example of the District’s support for our program and their willingness to financially support personal expenses incurred for agriculture events.

5. FACILITIES, EQUIPMENT & MATERIALS

5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

LMHS has been and still is a work in progress. Modifications are continuously being made to improve facilities and equipment to enrich the learning environment available to students. Major modifications over the last three years include overhauling the greenhouse and lath house, installing automated irrigation systems, constructing raised beds, building a swine wash rack at the barn, pouring a concrete pad for a propagation table area and many other necessary renovations.

5B. There is adequate storage space for materials, records, equipment and supplies.

There is more than adequate storage space for materials, records, equipment and supplies. Both agriculture classrooms have ample storage space. I am fortunate to have two side storage rooms connected to my classroom (room 205). Both storage rooms have a sink and abundant cabinetry. The southern storage room is used primarily for FFA and Floral Design program materials. The northern storage room is used primarily for biology and chemistry supplies. Room 205 is also equipped with cabinetry on practically every wall. This is very helpful when organizing the chapter set of FFA Official Dress and other classroom supplies. In addition to my classroom, my office is located adjacent to the Ag. Dept. Woodshop. It is also a convenient place for storage of materials and records.

![Entrances to Side Storage Rooms, Room 205.](image1)

![East Storage Cabinets, Room 205.](image2)

Bill Stevens teaches the Ag. Mechanics classes and Animal Science in room 311. This classroom is situated between the Woodshop and Metal Shop. Our offices have windows that look directly into this classroom. This classroom has adequate storage space, although I don’t feel it is used to its fullest potential. In addition to classroom storage, LMHS is equipped with plenty of facility storage. The OH unit has two large storage buildings; one for OH equipment and the other for fair tack.

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5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):

- School Farm Laboratory
- Growing Area
- Greenhouse
- Agriculture Shop

Although a small school, LMHS is fortunate to have all of the above listed laboratory facilities. Granted, some of these facilities are dated, however they are quite functional and constantly improving.

5D. The Agriculture Department has E-Mail capabilities.

The Agriculture Department has e-mail capabilities at school and off-site. E-mails can be accessed through Webmail, which is a direct link from the Los Molinos Unified School District website http://www.lmusd.tehama.k12.ca.us. I requested to use Microsoft Office rather than Webmail and the Tech. Dept. was able to link them together.

5E. The reviewer verifies by visual observation that the agriculture facilities are neat, clean and orderly.

Each unit of the LMHS Agriculture Department has its own unique organizational system, shaped by teaching style and reinforced by student “buy in”. All units are equipped with class, lab or shop sets of brooms, dust pans, mops, shovels etc. All cleaning materials in the greenhouse and room 205 are numbered and returned to their proper storage area after use. Students in Floral Design and Plat Science are assigned specific “clean-up” jobs that they are responsible for. This makes clean up quick and efficient, leading to student pride in their surroundings. Students have a greater respect for their school when they are invested in keeping it neat, clean and orderly.

5F. Facilities and equipment are regularly maintained, repaired, or replaced.

Facilities and equipment at LMHS are regularly maintained, repaired and/or replaced when necessary. Most repairs are taken on by me or my teaching partner; however assistance from the maintenance department can be requested via a Maintenance Request form, signed by the

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principal. Substantial facility repairs are generally taken on during the summer months, while simple maintenance is usually incorporated into intra-curricular classroom activities. For example, cleaning sprinkler nozzles, mending tools in the shop or sharpening shears in Plant Science. Facility repairs that involve student safety are considered top priority.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual."

The Agriculture Advisory Committee at LMHS acts as a figure of support and guidance for the program. In compliance with Section 2.4, the Advisory Committee is truly representative of the district. All members are successful agriculturalists, diversified in their fields and invested in the progressive advances of the LMHS Ag. Dept. The Committee is composed of six individuals. The following is a brief bio of each member.

Patrick & Mike Andersen: The Andersen brothers are graduates of Los Molinos High School and recipients of their American Farmer Degrees. Andersen & Sons Shelling in Vina, CA is a private company categorized under Crop Preparation Services for Market. Before 2002, the Andersen family relied solely on the income from: Prunes, Walnuts and Black Angus cattle. In 2002, they built their own Walnut processing facility which allowed purchasing of additional product from local growers. In 2004, they expanded their operations to include walnut hulling and drying. Their marketing scope includes domestic and an increasing international market. Patrick Andersen is a former School Board member and an active supporter of LMHS.

Robert Boyes: Mr. Boyes is the farm manager for Pacific Farms & Orchards. Pacific Farms & Orchards, is a third-generation family farm that has been in business in Tehama County since 1952. In addition to operating a first class olive oil mill, Pacific Farms is a producer of orchard crops such as prunes, walnuts, almonds, and olives. Mr. Boyes was notified of his selection in 2009 and has proven to be a valuable member of the Advisory Committee. Mr. Boyes is an FFA Alumni and believes in the genuine value of career technical education. Mr. Boyes received his Honorary Chapter Farmer degree in 2010.

John Pitter: Mr. Pitter was the Agriculture Teacher at Los Molinos High School for over thirty years and a cowboy ten years prior to that. Mr. Pitter is a wealth of knowledge and an asset to the Advisory Committee. Mr. Pitter retired in 2008 and continues to substitute occasionally. Mr. Pitter provides balanced judgment to local problems and historical insight on anything from where pipes are located to the underground workings of the school farm's septic system.

Carlos Diaz: Mr. Diaz student taught at LMHS for the 2008-2009 school year. While at LMHS, Mr. Diaz was influential in a multitude of departmental undertakings. Mr. Diaz impacted the students, faculty and community of Los Molinos. He truly cares about department progress and student
achievement. Mr. Diaz can not only be found at Advisory Committee Meetings, but FFA Meetings, Banquets, Fundraisers and Livestock events as well. Mr. Diaz is well versed in Animal, Plant and Production Agriculture, specializing in Agriculture Mechanics. Mr. Diaz currently teaches at Las Plumas High School in Oroville.

Jake Thompson: Mr. Thompson is native of Los Molinos and an LMHS FFA Alumni. Mr. Thompson has watched the LMHS evolve over the years as an employee of the district.

6B. The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)

The Advisory Committee meets a minimum of twice yearly and minutes are available to verify these meetings.

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes.

- Job Market Description
- Total Program Goals & Objectives
- Course Subject Matter Outlines
- 5 Year Facility & Equipment Acquisition
- Graduate Follow Up
- Targeted Occupations
- Program Description – Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of Active Placement Sites

6D. The contact information of the Advisory Committee Chair has been provided on the cover of the Quality Criteria checklist.

All components above serve as a dialogue platform for Committee meetings; however a greater emphasis is placed on groups of components on a rotational basis. For example, a change in Committee infrastructure in 2009 led to the contribution of fresh ideas and triggered excitement about innovative program goals and objectives. The 5 Year Facility & Equipment Acquisition schedule was given a “face-lift” of sorts and has acted as a road map for department goals. Agendas in 2009 reflected an emphasis on courses, completion standards and overall program diversity. In 2010 the Advisory Committee re-directed its focus on the program connections in the community. This led to two very important discussions; one, developing a list of capable resources persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests and two, determining skills needed for particular jobs at entry, technical and professional levels. As a result, agendas for Committee meetings in 2011 will focus attention to job market descriptions, target occupations, graduate follow up and updating active placement sites.

All contact information of the Advisory Committee Chair is provided on the cover of the Quality Criteria checklist.

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7. CAREER GUIDANCE

7A. Students are counseled regarding: (FS 3.0)
   - Career Opportunities in Agriculture and Agribusiness
   - Agriculture and academic courses necessary to complete career pathway offerings
   - Post-secondary education and training options.

7B. All students have completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)

Agriculture students are counseled regarding career opportunities in agriculture, courses necessary to complete career pathway offerings and opportunities available after high school. Each of these elements is delivered in a multitude of settings, through a collaboration of materials. Agriculture classes at LMHS educate students about career opportunities available through the curriculum delivered in the classroom. This curriculum is then reinforced with guest speakers, industry tours and career research assignments. Career pathway offerings are discussed and all students complete a Student Data Sheet to identify the academic courses necessary to complete the career pathway offerings. Due to the size of the school and scheduling challenges, students revise their Student Data Sheets annually to reflect deviations from their original plan.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e. 2+2+2 articulation agreements).

In the fall of 2010 the LMHS Ag. Dept. began a partnership with Shasta College to offer high school students a chance to take college-level courses at LMHS. This partnership allows LMHS students to complete high school and transition to college by providing rigorous, supportive and career-focused dual enrollment. In order to make this happen I first applied for an adjunct professor position, within the Agriculture & Natural Resources Core at Shasta College. I was specifically interested in aligning my Floral Design and Plant Science courses. The rigor and content of these courses correlate well with Shasta's AGEH 34, AGEH 44 and AGPS 20. In conjunction with the Los Molinos Unified School District, I completed and submitted the necessary Dual Enrollment Program course credit request forms. I was then interviewed by the College Dean and approved for the position and Dual Enrollment program status.

In March of 2011, I underwent a classroom/worksite observation and reporting process, administered by Shasta College. A Part-Time Evaluation Summary Report was written by the observer and put in my permanent Shasta College faculty file. All students in my Plant Science and Floral Design classes completed an Application for Admission and a Registration Form that was submitted by the observer. After Final Exams, I reported all students who earned 80% or higher in the classes to the Dual Enrollment Coordinator at Shasta College. These grades are used to verify credit earned by each student for the dual enrollment course they took. Finally, my students took a survey regarding their opinions of my teaching and that data was later sent to me as well as put in my file. Overall the process was worthwhile and I have submitted the appropriate paperwork to continue dual enrollment for the 2011-2012 school year.

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8A. An Agricultural Education program recruitment brochure or similar document is used to promote the program.

An Agriculture Education program recruitment brochure was created to promote the program. Yet, in an era engulfed with social media brochures are often overlooked by students and appreciated more by parents. Our brochure is clean, colorful and informative however it is often supplemental in comparison to our other more aggressive recruitment and retention tools. I have found a more effective form of recruitment to be our department website and use of Animoto slideshows. The best way to market our program to potential students is through persuasion from current students. Current LMHS Ag. Students create an “AG Bag” for recruitment events. Inside the four by six inch bags, prospective students will find the department brochure, a student testimonial titled “Why I Dig my Ag Class,” candy and a pocket flyer directing them to our website. The website then reveals a plethora of information about the Department, but more importantly to a teenager are the links to event photos and Animoto Slideshows. The Animoto’s engage potential students with dynamic pictures and interactive video clips, accompanied by popular music.

8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)

The current economic climate in California has been hard felt in Los Molinos, Tehama County and surrounding counties. Because we are a rural community, there are limited employment opportunities for local residents. According to our WASC Student Profile, 70 percent of LMHS students are eligible for the free/reduced lunch program. The median family income is $26,691 and the per capita average income is $12,107. 18.9 percent of the Los Molinos population is below the poverty line (as defined by the 2008 US Department of Health and Human Services poverty guidelines) and 25 percent of the population under age 25 is below the poverty line.

With this said, we have one of the strongest FFA programs in Northern California because students are not limited by their income or socioeconomic status. Student participation is not curbed by conference registration fees or the cost of the official FFA uniform. LMHS FFA students are equals and part of a family. LMHS FFA students are hardworking and grateful for the opportunity to disregard that they are underprivileged. Many students arrive to school early because it’s a warm place to eat breakfast. Their worries at fifteen trump all of the discomforts I have faced in my lifetime. So I do the little things I can to build their confidence and encourage them in their pursuit to be good human beings.

When I began teaching at LMHS in 2008 I realized that if I wanted the program to grow, it couldn’t be limited by finances. I began building a chapter set of what my students and I call the “OD” (official dress). I used my knack for bargain hunting to build a wardrobe for students who are unable to purchase their own. Many times throughout the year these closets can be found nearly bare because over fifty students are stepping off a Los Molinos High School bus to compete in various events.

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Project loans are another way I help my students overcome financial barriers. Over half of the students that raise animals for the fair are funded by a livestock project loan. In past years I would connect with local businesses to provide students with loans for their projects. In 2010 I secured over 15 loans, totaling nearly $4,000.00, from community lenders. I chose not to use bank loans due to the interest rates charged. This year the School Board and Los Molinos Unified School District has offered to provide all of the loans needed for student projects. All loans are paid back in full after the student’s animal is auctioned in September.

8C. The Agriculture Department conducts recruitment activities with local feeder schools.

The LMHS Ag. Dept. participates in multiple recruitment activities with local feeder schools. Among these activities are the 8th Grade Career Day, 8th Grade Orientation, FFA Fiesta and Floral Design Outreach Projects. LMHS is limited to three very small feeder schools, so we must to our best to expose schools outside of our district to our stellar program.

9. PROGRAM ACCOUNTABILITY & PLANNING

9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.

A Comprehensive Program Plan is on file with the Regional Supervisor; however it lacks a detailed account of the vast changes in the Department over the last decade. In order to contribute in a significant way to the LMHS Ag. Dept. and the profession, I would like to create a new and restructured Comprehensive Program Plan. This proposed new Comprehensive Program Plan will give a more accurate description of current curriculum, facilities, and program offerings. My intention is to construct the plan in a way that it will serve as an all-encompassing document for program validity, as well as an instrument for the Agriculture Incentive Grant review process.

9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.

Over the last three years I have submitted the following five updated components of the Program Plan to the Regional Supervisor by November 15th. Each of these components is descriptive and in-depth. Annually, the Five Year Equipment Acquisition Schedule is reviewed first by department members and then collectively by the Advisory Committee. It is a gratifying opportunity to review the accomplishments of the previous year and plan for future goals. The Chart of Staff Responsibilities stays relatively consistent from year to year with the exception of slight fluctuations. The FFA Program of Work is an evolving document that is revised yearly by the FFA Officer Team and Program of Activities Committee. Finally, the Advisory Committee Roster and Committee Minutes are also included with the above materials and sent to the Regional Supervisor.

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9C. A follow-up system is used which gathers the following information from the program:

- Status of employment or school enrolled within
- Opinion regarding the value and relevance of the agriculture program
- Suggestions for improving the agriculture program

The follow-up system in place for LMHS Agriculture Graduates is vague and could use a more succinct assembly of information. Currently the follow-up system has advantages and disadvantages. Graduates are contacted by phone and surveyed in the months preceding high school. This unique system is made possible due to the small size of the school. However I would like to see a better system developed to create data that can be tracked and used to improve the program. I feel that with the implementation of a more detailed survey we can gather more complete responses. These responses will ultimately serve as measures for program improvement.

9D. The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data and Entry by October 15.

9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

All graduate follow up data is entered with the On-line R2/FFA Roster Data by October 15th. Agriculture student enrollment numbers have been steadily increasing given the limitations of small school scheduling struggles. I anticipate a rise in enrollment numbers for the 2011-2012 school year, due to the transition from a six period day to a seven period day. Other efforts have been made to broaden the scope of the program and create new progressive opportunities for students; opportunities such as A-G courses, Dual Enrollment credit and the new Agriculture Leadership class. Another popular retention strategy has been the 2011 implementation of an Agriculture Honors graduation sash for outstanding Program Completers. All of these strategies for program advancement are made based on enrollment data and student feedback.

9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

All of the above documents are submitted to the Regional Supervisor and/or State FFA Financial Coordinator on or before the specified dates. These documents are completed by myself and the CBO/Director of Fiscal Services (Jeni Kitchell) and verified by my teaching partner (Bill Stevens) and Superintendent (Charles Ward).

10. STUDENT TEACHER ENROLLMENT RATIO

10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.

In the 2010-2011 school year, all classes met the Student Teacher Enrollment Ratio guidelines, with the exception of Agriculture Biology. The class size in period five Agriculture Biology was eventually tapered from twenty-nine to twenty-six students by the end of the year, however still exceeding the limitations required for a laboratory-based class. The alternative to this AGED 539, B. Baxter
large class size is reverting to an additional third section of Agriculture Biology, as in the 2008-2009 school year. Consequently this additional section would then force the elimination of a Career Pathway course such as Plant Science, Floral Design or Agriculture Leadership. I personally would rather manage a slightly larger class, in order to offer my student a wider range of Career Pathway courses. I anticipate a significant shift in student enrollment in the 2011-2012 school year due to the addition of a second section of Floral Design and the growing popularity of Plant Science.

10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. The data table at the right lists the total enrollment per class recorded for the 2010-2011 school year. If you consider that over 90% of students in Agriculture Biology are first year students enrolled in agriculture, they are subsequently counted as .5. This results in an approximate total of 60 or less students per teacher.

| Teachers: 2 |
| Courses Offered: |
| Type | Course | Enrollment |
| Ag Biology | Agriculture Biology | 29 |
| Ag Biology | Agriculture Biology | 22 |
| Ag Mechanics | Introduction to Woodshop | 19 |
| Ag Mechanics | ROP Ag Mechanics Metals | 13 |
| Ag Mechanics | ROP Metal Fabrication | 15 |
| Ag Mechanics | ROP Woodshop/Farm Shop | 9 |
| Agriscience I | Agriculture Science | 7 |
| Animal Science | ROP Animal Science | 8 |
| O.H./Floral | Floral Design | 20 |
| Plant/Soil Science | Plant Science | 8 |
| TOTAL | | 150 |
| Average Class Size | | 15.0 |

11. FULL YEAR EMPLOYMENT

11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.

At LMHS two full-time teachers are employed year-round and compensated no less than $2000. We are on a twelve month contract and receive a Farm Management stipend and FFA stipend. A department head is not designated at LMHS.

11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

During the school year, one teaching period for Supervision is not assigned to each agriculture teacher. It was the decision of the LMHS Agriculture Department to decline the opportunity for a project supervision period for the 2011-2012 school year, in order to offer classes that would decrease class sizes and increase Career Pathway classes available.
PROGRAM PLAN

Los Molinos High School
Agriculture Department

B. Baxter

7900 Sherwood Boulevard, Los Molinos, California 96055
Introduction and Program History

The town of Los Molinos is located near the foothills on the eastern side of the northern Sacramento Valley between Red Bluff and Chico on Hwy. 99E in Tehama County. In 1917, the Smith-Hughes Vocational Education Act was passed, providing funding for the Nation’s first agriculture classes. That same year Los Molinos was the first town in California to develop a branch high school. Prior to the construction of the flood control dams on the Sacramento River in the 1930’s, winter floods would isolate the Los Molinos students from their school in Corning, which was located on the opposite side of the Sacramento River. The branch school was built to solve this problem. Not long after the Future Farmers of America (FFA) was founded in Kansas City in 1928, the branch school of Los Molinos was chartered as California’s 74th FFA Chapter in 1929.

The Los Molinos FFA has continued a rich tradition of agricultural life, within Tehama County for the past eighty-two years. In a town whose legacy is enriched with agriculture, Los Molinos FFA serves as the community’s heart of youth agricultural leadership. As Los Molinos continues to grow, so too does the LMHS FFA program. In the spring of 2011, Los Molinos High School completed the year with 182 students, 116 of which were students enrolled in agriculture classes. Nearly three quarters of the school are involved in the FFA program, who believes that all students have the potential for premier leadership, personal growth and career success through agriculture education.

B. Baxter
Job Market

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Los Molinos High School Program Plan, B. Baxter
Job Market

The current economic climate in California has been hard felt in Los Molinos, Tehama County and surrounding counties. Because Los Molinos is a rural community, there are limited employment opportunities for local residents. The unemployment rate in Tehama County is currently at 10 percent while the current unemployment rate in Los Molinos is at 13.9 percent. The median family income is $26,691 and the per capita average income is $12,107. Eighteen percent of the Los Molinos population is below the poverty line (as defined by the 2008 US Department of Health and Human Services’ poverty guidelines) and 25 percent of the population under age 25 is below the poverty line.

In this challenging economic era, agriculture is a promising area of progress. Agriculture is the number one industry in Tehama County and California. In 2010 Tehama County agriculture production hit record highs, with its total gross value of agriculture production increasing by 24.7 percent from 2009. Tehama County’s total production value surpassed $200 million, grossing more than $38 million in 2010. Fruit and nut crops represent the largest piece of the county’s agricultural production, followed by livestock and poultry. Commodities such as almonds, walnuts, and olives are exported to over 51 different countries globally.

In 2009 Tehama county ranked 33rd of California’s 58 counties in agriculture production. Tehama County’s leading agricultural products include walnuts, dried plums, almonds, olives and milk. Tehama County’s agriculture abundance contributes to California’s production of over 400 commodities. Now more than ever California needs agriculturalists trained in specialized technical occupations to continue this competitiveness in national and global markets. The Los Molinos High School Agriculture program keeps students abreast of these specialized and demanding career opportunities through internships, work-study, and Career Technical Education (CTE); creating a direct link between agriculture industry representatives and the classroom.
Targeted Occupations
Targeted Horticulture Occupations

The Horticulture Career Pathway at LMHS prepares students for careers in the nursery, landscaping and floral industries. Students learn basic horticultural plant structures and functions, propagation methods, growing media and fertilizers, landscaping, pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. The development of leadership and employability skills for target occupations are emphasized throughout the course.
Targeted Animal Science Occupations

In the Animal Science Career Pathway, students study large, small, and specialty animals. Students explore necessary elements such as diet, genetics, habitat, and behavior to create humane, ecologically and economically sustainable animal production systems.
Targeted Agriculture Mechanics Occupations

The Agriculture Mechanics Career Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Pathway curriculum includes safety, woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology.
Targeted Agribusiness & Agricultural Communications Occupations

Aspects of Agriculture Business Management and Agricultural Communications are integrated into the curriculum of all courses at LMHS. Although there is not a specific pathway designated for these areas, they are still emphasized in each course to enhance targeted occupations.
Los Molinos High School Program Plan, B. Baxter

Total Program Goals and Objectives
Program Objectives

1. Classroom
   - Create an awareness of the critical role that agriculture plays on a manifold of levels; including local, state, national and international stages
   - Engage students in hands on agricultural activities that foster individual student interests in agriculture
   - Expose students to a multitude of agricultural career opportunities
   - Implement Career Technical Education to train students for targeted agricultural occupations
   - Uncover the complex, highly scientific, and technological aspects of today's progressive agriculture industry
   - Increase attention to higher education opportunities in agriculture, including scholarship and internship availability
   - Produce young adults who can communicate the importance of sustainable agriculture to the general public, regardless of their intended career choice

2. FFA
   - Make a positive difference in the lives of students by promoting their potential for premier leadership, personal growth and career success through agriculture education (FFA Mission Statement)
   - Develop effective communicators through participation in public speaking events
   - Amplify critical thinking skills through participation in career development events
   - Promote self-worth, confidence and governance through FFA leadership roles
   - Instill pride in home and community through service projects
   - Encourage involvement in agricultural production through project competition and proficiency applications
   - Develop character by educating students regarding behavior, conduct and manners in professional settings and otherwise
   - Establish a historical appreciation for progressive agriculture and advocate for agriculture in the future

3. SAE
   - Apply science based principles through experiential learning relating to agriculture
   - Provide students with guidance in choosing an SAE from the following areas:
     - **Entrepreneurship**
       Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)
     - **Placement**
       Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

B. Baxter
Agriculture Department Program Plan

- **Research and Experimentation**
  Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

- **Exploratory**
  Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian.

**Program Goals**

1. **Enhance rigor of agriculture course selections to meet growing demands for students pursuing higher education at the UC/CSU level**
   - Submit Plant Science, Agriculture Science and Animal Science for UC/CSU approval
   - Expand the depth of career pathways through the addition of courses such as Agricultural Leadership and Work Experience Internships
   - Continue discussion to amend the three year testable science rule to include leeway for UC/CSU or dual enrollment agriculture course options
   - Expand Dual Enrollment opportunities to include Butte College participation

2. **Promote a positive public image of the Los Molinos FFA**
   - Continue the FFA update insert for monthly school board meetings
   - Increase involvement with local media; through monthly publications submitted to KHSL radio, Red Bluff Daily News and/or channel 12/24
   - Provide more community service opportunities to the members
   - Design and construct a town sign in cooperation with the Kiwanis Club
   - Enhance the LMHS FFA website to increase student draw
   - Continue Participation in the 4-H Officer Leadership Night
   - Sponsor the Pee Wee Showmanship Buckle for a possible future FFA member
   - Participate in the sectional/regional Project Competition using advanced multimedia presentations
   - Continue the design and distribution of Tehama District Fair Show Team Shirts

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3. **Boost members pride in Los Molinos FFA**
   - Continue to heighten enthusiasm of members by providing new, fun, and exciting activities; including the 2011-2012 debut of Glow in the Dark Dodge Ball and Farm Olympics
   - Provide members with opportunities to showcase their skills
   - Create Officer Team shirts to wear at Camp Tehama
   - Create FFA sweatshirts to sell as a winter/spring promotion

4. **Increase effectiveness of chapter meetings and activities**
   - Publicize meetings and activities to all members through the use of posters, daily school bulletins, and announcements in each agriculture class
   - Distribute speaker cards well in advance, prior to chapter meetings
   - Involve new members through nominations to speak about events at monthly meetings
   - Expand leadership opportunities through participation in sectional and regional activities
   - Create a "Chapter Meeting Evaluation" form to distribute after chapter meetings to promote member feedback

5. **Improve recruitment and retention strategies**
   - Increase the junior and senior enrollment in agriculture classes by expanding and promoting the Job Interview contest
   - Continue to expand outreach to feeder schools through activities such as the TCAC Floral Design Community Outreach Field Trip and the 8th Grade Career Day booth
   - Redraft the Graduate Follow-Up Survey to include more detail for program improvement
   - Continue the Cash for Corduroy fundraiser to allow 9th grade freshman to earn their FFA Jacket through participation in the Chapter Creed Contest
   - Conduct intra-district leadership outreach to Vina Elementary and Los Molinos Elementary lead by the FFA Officers

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Program Description of Included Courses, SAE and Leadership

Agriculture Biology:
Agriculture Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Students will be involved in “hands-on” agriculture activities and projects. Participation in FFA & SAE activities is an integral part of this course. This course satisfies the lab science graduation requirement and meets “a-g” UC/CSU approval.

Agriculture Science:
Agriculture Science focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised Agricultural Experience (SAE) programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Plant Science:
Plant Science offers hands-on experience in many areas of horticulture. Students learn basic horticultural plant structures and functions, propagation methods, growing media and fertilizers, landscaping, pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. Students examine horticultural tree, shrub, vine, and ground cover varieties, cultivars and native species of horticultural use. Common and specific names as well as pertinent facts on each species are correlated to field identification. The study of plant diseases, their causes, nature and control, as well as pathogen biology are examined. Units in this course will
also cover turf grass management, weed science and irrigation systems. The development of
leadership and employability skills are emphasized throughout this course. In addition, students will
participate in leadership training activities, public speaking, and have the opportunity to be a
member of the FFA. An approved Supervised Agricultural Experience Project is a requirement for
this course. Record Books are maintained based on this project. Plant Science is a Shasta College
Dual Enrollment course.

Floral Design:
The Art and History of Floral Design involves the fundamentals of floral design theory, techniques,
and skills currently practiced in the floral design industry, including wedding, sympathy, party,
holiday, and themed floral designs. Subjects will include applied art principles, cut flower care and
handling practices, proper and safe use of florist tools and materials, pricing of floral products, and
use of current floral business technology. Skills to be developed include the customer consultations,
pricing, and use of technology in the industry. Course instruction also includes topics such as
construction of corsages and floral arrangements, introductory ornamental horticulture,
identification of plants and flowers, professional industry organizations, and career opportunities. In
addition, the inter-curricular FFA & SAE program supports and enhances the materials covered in
the classroom. This course satisfies the Visual Performing Arts graduation requirement and meets
"a-g" UC/CSU approval.

ROP Animal Science:
In the Animal Science Career Pathway, students study large, small, and specialty animals. Students
explore the necessary elements-such as diet, genetics, habitat, and behavior to create humane,
ecologically and economically sustainable animal production systems. The career pathway includes
anatomy and physiology, nutrition, reproduction, genetics, health, welfare animal production,
technology and management including a unit on humane slaughtering and processing of major
livestock species for distribution and consumption.
ROP Metal Fabrication:

This course is designed to prepare students for occupations in welding as form cutters, tack welders, welder assemblers, welder helpers, combination welders, arc welders and production line welders. The content includes use of blue prints and shop drawings, use of gases and/or welding processes; and brazing parts according to the diagrams, blueprints, or written specification. During this course, students will improve their skills in oxyacetylene welding and cutting, brazing, arc welding, stick Metal Arc Welding (SMAW), Metal Inert Gas Welding (MIG), Flux Core arc welding, and Tungsten Inert Gas Welding (TIG). The program also includes training in applied communications and employability skills including leadership (FFA, SAE), human relations, and safe efficient work practices. Students leave this course with a basic understanding of the welding industry and the skills required to work in the welding field.

Introduction to Woodshop:

This course is designed to prepare students in the wood industry and related fields. The students gain valuable skills in lumber selection, grades of lumber and quantity of lumber for a given task. They are exposed to a variety of hand tools as well as all of the power machines that are common to any wood shop. Students learn how to measure and mark wood for cutting and drilling procedures for project completion. Each student will learn how to create a budget and a bill of materials for any project they undertake in the shop. Every student will be able to identify the different types of joints used in the process of completing the project. Safety is a major unit taught in all shop classes and each student will be instructed in shop procedure and basic medical applications in the case of any injury. Every student will begin with constructing simple wood projects and as their skills improve create more detailed and advanced projects. This program also includes training in leadership and communication skills that are essential in today's workforce. Every student will be given the opportunity to participate in the FFA and have a Supervised Agricultural Experience Project (SAEP).
**ROP Agriculture Mechanics:**

This course is designed to prepare students for occupations in welding as form cutters, tack welders, welder assemblers, welder helpers, combination welders, arc welders and production line welders. The content includes use of gases and/or welding processes and brazing parts according to the diagrams, blueprints, or written specifications. During this course students will improve their skills in oxyacetylene welding and cutting, brazing, arc welding, stick metal arc welding (SMAW) Metal Inert Gas (MIG), Flux core arc welding, and Tungsten Inert Gas welding (TIG). The program also includes training in applied communication and employability skills including leadership (FFA, SAE), human relations, and safe efficient work practices. Students leave this course with a basic understanding of the welding industry and the skills to work in the welding field.

**Agriculture Leadership:**

Agriculture Leadership is an elective course intended for junior and senior level students. The Ag Leadership course helps students acquire a broad understanding of a variety of leadership aspects, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study agriculture issues, agricultural careers, agricultural technologies, oral and written communication and public speaking. Curriculum caters to students pursuing postsecondary education, work force or trade schools. Students are required to attend a minimum of 4 leadership events on the Curriculum Pacing Outline (Syllabus, pg. 2), including required events marked with an *.

**Supervised Agricultural Experience (Incorporated in all classes.):**

California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This is primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry.
Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

**FFA (Incorporated in all classes.):**

FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 3 FFA activity credits per semester.
Subject Matter Outline: Introduction to Woodshop

**Title**: AGRICULTURE MECHANICS – INTRODUCTION TO WOODSHOP

**Length of Course**: One Semester (5 credits)

**Books**: None

**Supplementary Materials**: Wall charts, tools and machines, filmstrips, models

**Method**: Lecture, demonstration

**Grading**: Evaluation of skills and final product

**Prerequisites**: None

**General Goals**

1. To acquaint students with tools and their characteristics.
2. To teach fundamentals of working safely and efficiently with hand and power tools.
3. To develop and appreciation for good design.
4. To be able to draw plans for a project and to follow through with the construction.

**Agriculture Mechanics - Introduction to Woodshop Outline**

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<th>B. Planning the Procedure for Your Work</th>
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<td>XI. F.F.A. Instruction</td>
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Agriculture Department Program Plan

Subject Matter Outline: Introduction to Farmshop

TITLE: AGRICULTURE MECHANICS – INTRODUCTION TO FARMSHOP
LENGTH OF COURSE: One Semester (5 credits)
BOOKS: None
SUPPLEMENTARY MATERIALS: Tool identification overhead charts, tools and machines
METHOD: Lecture, practical application of skills, using tools and machines
GRADING: Evaluation of projects, skills using machines, tools and shop safety
PREREQUISITES: None

GENERAL GOALS

1. To have each student know and understand the importance of safety in the shop area.
2. To have each student know the name of tools commonly used in agriculture shops.
3. To give each student training in the use of hand tools, machines, and devices used in a shop.
4. To develop and encourage self-initiative in shop work.
5. To prepare each student with enough basic skills and knowledge to go into higher levels of agriculture shop.

AGRICULTURE MECHANICS - INTRODUCTION TO FARMSHOP OUTLINE

I. SHOP SAFETY
   A. General Shop Safety
      1. Safety rules
   B. Safety Instruction with Machines and Tools
      1. Arc welders (including mig welders)
      2. Oxy acetylene
      3. Shaper
      4. Power grinder
      5. Drill press
      6. Lathe
      7. Power hacksaw and band saw
   C. Safety Test - Must Pass With 90% accuracy.

II. IDENTIFICATION OF TOOLS COMMONLY USED IN:
   A. Fence Building
   B. Wood Work
   C. Metal Work
   D. Electrical Work

III. SHOP SKILLS DEVELOPMENT
   A. Oxy Acetylene Welding
      1. Review oxy acetylene safety
   B. Shaping
      1. Shaping of metal
   C. Electrical Work
      1. Electrical work

IV. SOEP
   A. Project Supervision

V. FFA INSTRUCTION
   A. Instruction of FFA and Selecting of Activities
Agriculture Department Program Plan

Subject Matter Outline:

Agriculture Mechanics – Metal Fabrication I ROP

TITLE: AGRICULTURE MECHANICS – METAL FABRICATION 1 - ROP
LENGTH OF COURSE: One year
BOOKS: Agricultural Mechanics Fundamentals
SUPPLEMENTARY MATERIALS: Industry publications
METHOD: Demonstration, projects
GRADING: Project evaluation, written tests
PREREQUISITES: Introduction to Farmshop

GENERAL GOALS

1. Figure a bill of materials.
2. Computing steel weights and costs for different steel shapes.
3. Learn arc and gas welding.
4. Use of all sheet metal and steel fabrication tools available to the student.
5. Construct individual projects.
6. Develop career awareness in agricultural field.
7. FFA instruction and awareness.

AGRICULTURE MECHANICS - METAL FABRICATION 1 OUTLINE

I. BUSINESS APPLICATIONS AND CAREERS
   A. Bill of materials
   B. Computing steel costs
   C. I.D. steel shape
   D. Compute board feet
   E. Draw project plans to scale
   F. Career awareness unit

II. ARC WELDING
   A. 6011 Rod
      1. Butt weld
      2. Lap weld
      3. Fillet weld
      4. Pad of beads
      5. Vertical down
   B. 7018 Rod
      1. Butt weld
      2. Vertical up - bonus
   C. 7014 Rod
      1. Butt weld
      2. Fillet weld

III. GAS WELDING
   A. Beads without rod
   B. Beads with rod
   C. Butt weld
   D. Fillet weld
   E. Corner weld
   F. Lap weld

   B. Baxter

G. Cut straight lines
H. Cut circle

IV. USE OF MIG AND TIG WELDER
   A. Students will be instructed in the use of these machines for project construction

V. MACHINE WORK
   A. Lathes

VI. PLASMA ARC OPERATION

VII. PROJECTS 60 hrs
   A. Students will be graded on quality and complexity of small and larger projects
      1. Small projects
         a. livestock panels
         b. repair jobs (small)
         c. small home projects
      2. Large project
         a. trailers
         b. squeeze chutes
         c. livestock handling systems
         d. complex lathe projects
Subject Matter Outline: ROP Animal Science

TITLE: ROP Animal Science
LENGTH OF COURSE: One year
BOOKS: The Science of Animal Agriculture
SUPPLEMENTARY MATERIALS: Industry publications
METHOD: Demonstration, projects
GRADING: Assignments, written tests
PREREQUISITES: None

ROP ANIMAL SCIENCE – OUTLINE

I. Anatomy and Physiology of Farm Animals
   A. Be able to describe the anatomy and physiology of the farm animals with which students will be associated in the livestock industry
   B. To be able to list the digestive process
   C. To be able to list and describe the functions of the reproductive tract
   D. To be able to describe the varying systems and their functions
   E. Give pre-test

II. Methods
   A. Lectures—From which students will be required to keep a notebook
   B. Work Sheets
   C. Constant review and discussion over material already covered
   D. Quizzes throughout the unit
   E. Post-test

III. Animal Health
   A. To be able to recognize the signs of an ill animal
   B. List several diseases and parasite problems
   C. Recognize commonly used antibiotics and drugs
   D. Demonstrate several methods of applications of medicines
   E. Use and care of various instruments used

IV. Methods
   A. Lecture and class discussion
   B. Examination of microscopic slides
   C. Reports on conditions that lead to diseases
   D. Knowledge of poisons used around the house and farm
   E. Knowledge of warning labels
   F. Have students apply first aid methods to "injured livestock"
   G. Have local vet demonstrate proper uses of common health tools

V. Livestock Breeding and Genetics
   A. Discuss cell theory of inheritance
   B. Discuss and evaluate various systems of mating for livestock improvement
   C. List those traits of each species that have a known percentage of heritability
   D. Demonstrate skill in evaluation of each species

VI. Methods
   A. Vocabulary
   B. Lectures and class discussion
   C. Worksheets
   D. Use of films, slides, and cassettes
   E. Reports on different breeds of livestock
   F. Have an A-l technician demonstrate

VII. Livestock Handling

B. Baxter
A. Proper handling of all animals
B. Safe facilities for proper handling
C. Selecting best methods of transportation
D. Correctly preparing and showing different livestock

VIII. Methods
A. Lectures and class discussion
B. Filmstrips showing correct methods of handling animals
C. Post-test

IX. Beef, Swine, and Sheep Husbandry
A. Proper feeding habits of a female animal
B. Importance of proper conditions
C. Recommended breeding ages
D. Proper handling of newborn
E. Explain purposes of branding, tattooing, and ear-tagging
F. Proper techniques of dehorning, castrating and docking livestock

X. Methods
A. Lecture and class discussion
B. Have an A-I technician demonstrate
C. Films and slides on care of pregnant animals
D. Demonstrate methods of marking livestock
E. Class participation in dehorning, castrating and ear notching
F. Provide class with samples of equipment, supplies, and vaccines

XI. Horse Husbandry
A. Identify proper breeding age of mare
B. Proper feeding of both mare and stallion
C. Correct age and amount of service for stallion
D. Correct practices when handling a foal
E. Proper uses and techniques of grooming equipment
F. Proper ways a horse should be shod
G. Proper equipment for shoeing a horse
H. Different practices and types of shoeing a horse

XII. Methods
A. Lectures and class discussion
B. Field trip to a horse operation
C. Films on proper handling
D. Have vets show proper way to castrate a foal
E. Practical experience in grooming a horse
F. Have a local farrier demonstrate

XIII. Dairy Cattle
A. History of dairy cattle
B. Types of dairy operations and breeds
C. Nutrition and feeding of dairy cattle
D. Steps in raising dairy calves and replacement heifers
E. Trace methods of selling milk
F. Discuss principles and practices of proper machine milking
G. Recognize career opportunities

XIV. Methods
A. Lectures and class participation
B. Have students outline a dairy operation program
C. Discuss breeding and selection of dairy animals
D. Visit a dairy operation
E. Discuss various dairy operations
F. Discuss mastitis, cause, symptoms, treatment and prevention

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G. Field trip to a milk processing plant
H. Calf raising program at farm

XV. Livestock Nutrition and Feeds
A. List the six classes of nutrients and common feed additives
B. Common practices in feeding sheep, swine, and cattle
C. Define balancing rations
D. Three methods of balancing rations
E. Evaluation will vary with each student

XVI. Methods
A. Lectures and class discussion
B. Students prepare a chart of prices of feeds
C. Discuss mineral deficiency
D. Discuss vitamin requirements
E. Post test

XVII. FFA
A. Field day preparation
B. Leadership training

XVIII. SOEP
A. Record books and project supervision

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Subject Matter Outline: Agriculture Biology

TITLE: AGRICULTURAL BIOLOGY (U.C. Approved College Prep.)
LENGTH OF COURSE: One year
BOOKS: Modern Biology, Holt, Rinehart and Winston, 2002
METHOD: Lecture, discussion, laboratory exercises, daily assignments, projects, service Learning
GRADING: Daily note taking, quizzes, regular exams, special projects- student notebook
PREREQUISITES: None

COURSE DESCRIPTIONS:
Agricultural Biology is a one-year laboratory science course designed for the college-bound student with career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes biological principles as presented in the California Life Science Standards. The course centers on a laboratory component to connect the principles of life science with agricultural applications, other curricular areas and other scientific disciplines. This course meets the Life Science laboratory "D" requirements for entrance into the University of California and California State University systems.

COURSE GOALS:
1. Utilize agricultural applications as a relevant vehicle, which teaches biological science principles and improves the scientific literacy of students.
2. Strengthen instruction in science for students pursuing professional level careers in agriculture.
3. Integrate mathematics standards, language arts standards, and career employability standards including creative thinking and problem solving skills, and technological literacy related to agricultural Industry.
4. To integrate new and emerging technologies in agriculture:
   - Introduction to Technology in Agriculture
   - Precision Animal Management
   - Emerging Biotechnology
   - Biotechnology in Plants
   - Biotechnology in Animals
   - Biotechnology and the Environment
   - Emerging Food Science Technology
5. Meet one year of the "D" requirement for laboratory science requirements for admission to the University of California and California State University system.
6. Develop a sense of interrelationships between life, earth, and environmental sciences and their relationships to agricultural applications.
7. To motivate all individuals to study and pursue careers in science and agriculture.
8. Students will keep records in the California FFA Record Book.
9. Students will understand the relationship between a Supervised Agricultural Experience Program (S.A.E.P.) and their preparation for a career in agriculture.
10. Students will participate in FFA activities.
11. Student will demonstrate proficiency using work processing, database, spreadsheets, Internet and presentation software.

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LEARNING OBJECTIVES:
With the successful completion of this course the student will have addressed the study of ALL high school Life Science State Standards.

1. Understand that cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
2. Understand that enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium. The activity on the enzymes depends on the temperature, ionic conditions and pH of the surroundings.
3. Understand the molecular and cellular aspects of life, the chemical and structural basis of life.
4. Understand how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
5. Understand the Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
6. Recognize the role of the endoplasmic reticulum and Golgi apparatus in secretion of proteins.
7. Understand that useable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.
8. Understand the role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
9. Recognize that most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.
10. Understand that meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes contains one chromosome of each type.
11. Recognize that only certain cells in multicellular organisms undergo meiosis.
12. Recognize how random chromosome segregation explains the probability that a particular allele will be in a gamete.
13. Understand how new combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization).
14. Understand why half of an individual’s DNA sequence comes from each parent.
15. Recognize the role of chromosomes in determining an individual’s sex.
16. Understand how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
17. Understand how to predict the probable outcomes of phenotypes in genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
18. Demonstrate the genetic basis of Mendel’s laws of segregation and independent assortment.
19. Recognize the general pathway by which ribosomes synthesize proteins, using tRNA to translate genetic information in mRNA.
20. Demonstrate the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
21. Understand how mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence of a gene may or may not affect the expression of the gene, or the sequence of amino acids in an encoded protein.
22. Understand that specialization of cells in multicellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.
23. Understand that proteins can differ from one another in the number and sequence of amino acids.
24. Recognize the general structures and functions of DNA, RNA, and protein.
25. Understand how to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into mRNA.
26. Recognize how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.
27. Understand that new mutations are constantly being generated in a gene pool.

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28. Recognize that variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
29. Understand how natural selection determines the differential survival of groups of organisms.
30. Understand that a great diversity of species increases the chance that at least some organisms survive large changes in the environment.
31. Recognize the effects of genetic drift on the diversity of organisms in a population.
32. Understand that reproductive or geographic isolation affects speciation.
33. Understand how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
34. Understand that biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
35. Demonstrate how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
36. Recognize how fluctuations in population size in an ecosystem are determined by the relative rate of birth, immigration, emigration, and death.
37. Understand how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
38. Understand that a vital part of an ecosystem is the ability of its producers and decomposers.
39. Recognize that at each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
40. Understand why natural selection acts on the phenotypes rather than the genotypes of an organism.
41. Recognize why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
42. Understand that there are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infections they cause.
43. Understand how the nervous system mediates communication between different parts of the body and interactions with the environment.
44. Recognize how feedback loops in the nervous and endocrine systems regulate conditions within the body.
45. Understand the functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
46. Recognize the role of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
47. Recognize the role of the skin in providing nonspecific defenses against infection.
48. Understand how the complementary activity of major body systems provides cells with oxygen and nutrients, and removes toxic waste products such as carbon dioxide.
49. Understand the role of antibodies in the body's response to infection.
50. Recognize how vaccination protects an individual from infectious diseases.
51. Understand why an individual with a compromised immune system may be unable to fight off and survive infections of microorganisms that are usually benign.
52. Plant Physiology, reproduction and growth and how it relates to agriculture.
UNIT SEQUENCE:

Unit 1 Ecosystems
A. What is an ecosystem?
B. Cycles within an ecosystem.
C. Kinds of ecosystems.
How Ecosystems Change
A. Interactions within the ecosystem.
B. Ecosystem development and change.
C. How humans disrupt ecosystems.
The Fragile Earth
A. Planet under stress.
B. Meeting the challenge.
C. Solving environmental problems.
D. Biotechnology and the environment.

Unit 2 Plant
Form and Function
A. The plant body.
B. Plants functions.
C. Reproduction in flowering plants.
Plants in Our Lives
A. Plants as food.
B. Other uses for plants.
C. Plant use in the future.
D. Biotechnology in plants.

Unit 3 Cells
A. World of cells.
B. Membrane architecture.
C. Inside the cell.
The Living Cell
A. How cells receive information.
B. Moving in and out of cells.
C. How cells divide.
Energy and Life
A. Cells and chemistry.
B. Cells and energy.
C. Cellular respiration.

Unit 4 Human Biology
Nervous System
A. How a nerve carries a message.
B. The nervous system.
C. The sense organs.
Circulation and Respiration
A. First line of defense.
B. The immune response.
C. Immune system failure.
Digestion and Excretion
A. Nutrition.
B. The digestive systems.
C. The excretory system.

Reproduction and Development
A. The male reproductive system.
B. The female reproductive system.
C. Fertilization and development.
D. Biotechnology and animals.

Unit 5 Genetics and Inheritance
A. The puzzle of heredity.
B. Chromosomes.
How Genes Work
A. Understanding DNA.
B. How proteins are made.
C. Regulating gene expression.
Gene Technology Today
A. Genetic engineering.
B. Transforming agriculture.
C. Fundamentals of biotechnology.
Careers in Biotechnology
D. New and emerging technologies.
E. Mentorship or job shadow in local businesses.

Unit 6 Evolution and Natural Selection
A. Charles Darwin.
B. Early life in the sea.
C. Invasions of the land.
D. Parade of vertebrates.
History of Life on Earth
A. Origin of life.
B. Early life in the sea.
C. Invasions of the land.
D. Parade of vertebrates.

Intra-curricular/Ongoing Supplemental Units
Record Keeping
A. Keep records in the California FFA Record Book.
Interpersonal Leadership Development
A. Participate in FFA activities.
Supervised Agricultural Experience
A. Students will understand the relationship between a supervised occupational experience project (SAE) and their preparation for a career.

METHODS OF EVALUATIONS:
Cumulative Assessments:
1. Standards based tests and projects
2. Supervised Occupational Experience Program – 10% of Grade

FFA Participation
10% of the Grade (Three activities per semester.)
Subject Matter Outline: Agriculture Science I

TITLE .............................................. AGRICULTURAL SCIENCE
LENGTH OF COURSE ................................... One Year
BOOKS .................................................. Agriculture Fundamentals and Application
SUPPLEMENTARY MATERIALS ........................ Handouts
METHOD ............................................... Lecture, demonstration, lab work
GRADING ............................................... Tests, lab work, project work
PREREQUISITES ....................................... None

GENERAL GOALS
1. To expose the student to the seven program areas in vocational agriculture: agriculture production, agricultural supplies/services, agricultural mechanics, agricultural product/processing, ornamental horticulture, agricultural resources/rural recreation and forestry.
2. To develop skills in handling plants, animals and tools.
3. To enable the student to become aware of career areas in agriculture.
4. To enable the student to understand the function of the FFA organization and how it relates to the vocational agricultural program.
5. To expose the student to a "learn-by-doing" system which includes classroom presentations, laboratory and supervised occupational experience program activities, and FFA activities.

AGRICULTURAL SCIENCE I OUTLINE

I. INTRODUCTION
A. Agriculture and society
B. Agricultural effects on environmental quality

II. FFA
A. S.O.E.P. (Supervised Occupational Experience Program)
   1. Student project
   2. Record book
B. Group leadership and participation (FFA)

III. ANIMAL SCIENCE
A. Basic animal science
   1. Anatomy and physiology
   2. Nutrition
   3. Care and management
B. Beef cattle
C. Dairy cattle
D. Swine
E. Sheep
F. Poultry
G. Horses

H. Specialty Animals

IV. AG PRODUCTS AND PROCESSING
A. Processing animal parts
B. Processing plants
C. Agriculture machinery

V. PLANT SCIENCE
A. Basic plant science
   1. Plant parts
   2. Plant functions
B. Field crops
C. Vegetable crops
D. Vine and small fruit crops
E. Tree crops
F. Forage crop production
G. Ornamental horticulture
H. Forestry

CAREERS IN AGRICULTURE
A. This Unit Is Implemented during End of Each Foregoing Unit to Better Relate the Subject Area with Local, County, and State-Wide Opportunities

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Subject Matter Outline: Plant Science

TITLE: PLANT SCIENCE
LENGTH OF COURSE: One Year
BOOKS: Sunset Western Garden Book
SUPPLEMENTARY MATERIALS: Handouts
METHOD: Lecture, demonstration, lab work
GRADING: Tests, lab work, project work
PREREQUISITES: None

PLANT SCIENCE OUTLINE

I. California Agriculture
   a. Focus on Horticulture & Floriculture Industry

II. FFA Leadership (CLF 511-518)
    a. FFA History, Aims & Purposes
    b. FFA Etiquette, Official Dress and Opportunities
    c. Contests

III. Supervised agricultural experience (SAE) (CLF 611-613)
     a. Record Books & Possible Projects

IV. Careers in Horticulture (CLF 6750)
    a. Educational and Career Opportunities
    b. Resumes & Job Interviews

V. Botanical Classification (CLF 6102-6103, 6108)
    a. Taxonomy
    b. Plant Identification
    c. Climate Zones

VI. Plant Parts (CLF 6200-6203)
    a. Structures & Functions
    b. Growth Requirements
    c. Growth Patterns

VII. PHOTOSYNTHESIS & RESPIRATION (CLF 6150)
     a. Photosynthesis
     b. Respiration
     c. Applications in Horticulture

VIII. SOILS & PLANTING MEDIA (CLF 6400)
      a. Soil Basics
      b. Horticultural Soils
      c. Composting

IX. Plant Propagation (CLF 6251-6253, 6255-6257)
    a. Sexual & Asexual Propagation
    b. Parts of the Flower
    c. Seeds
    d. Cuttings
    e. Budding/Grafting
    f. Separation/Division

X. Diseases & Pests (CLF 6300)
    a. Integrated Pest Management (IPM)
    b. Safe use of Pesticides/Herbicides/Fungicides/Insecticides

XI. Elements necessary for plant growth (CLF 6350)
    a. Micronutrients & N-P-K
    b. Functions of Nutrients
    c. Reading Fertilizer Labels
    d. Soil Amendments
    e. Determining Nutrient Deficiencies

XII. Using Plants in the Landscape (CLF 6500)
    a. Evaluation & Selection
    b. Planting Techniques
    c. Seeding & Spacing
    d. Frost Protection
    e. Merchandising of Plants

XIII. Lawn and Turf Grass
    a. Installation
    b. Maintenance

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Subject Matter Outline: The Art and History of Floral Design

TITLE: The Art and History of Floral Design
LENGTH OF COURSE: One Year
BOOKS: The Art of Floral Design, Norah T. Hunter, 2nd Ed.
SUPPLEMENTARY MATERIALS: Handouts
METHOD: Lecture, demonstration, lab work
GRADING: Tests, lab work, project work
PREREQUISITES: 10-12 Grade

GENERAL GOALS

1. Demonstrate the skills necessary to safely use floral tools and materials.
2. Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
3. Construct floral products for holidays, art interpretations, weddings, displays, or resale.
4. Demonstrate floral design styles and arrangements, from different historic time periods.
5. Demonstrate art principals & elements used in floral designs.
6. Demonstrate understanding of flower and foliage production.
7. Create a professional portfolio of career technical skills; including pictures of each arrangement constructed.
8. Design and construct arrangements used in wedding and sympathy floral work.
9. Complete a wedding planning project.
10. Motivate students, as consumers, to appreciate floral design, and consider options as possible professionals in the industry.
11. Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
12. Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking, problem solving skills, and technological literacy related to the floral industry.

FLORAL DESIGN OUTLINE

Unit 1: Intro to Floral Design

A. Tool and Equipment Use and Identification
   Students will learn and identify floral equipment and tools and their use.
   - AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
   - Basic Core 1.10.1: Identify commonly used tools.
   - Basic Core 1.10.2: Select and justify the tools appropriate for a given project.
   Students will complete an identification test on a group of tools and equipment.
   - AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
   - Basic Core 1.10: Students will understand the operating principles of common tools used in agriculture and will understand the principles of safety that apply to them.

B. Constructing Bows
   Students will learn the difference between various bow sizes and their applications.
   - AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
   Students will construct a basic bow for a corsage, single wrap and large projects.
   - AG-OH Standard 5.12.2: Design and construct a simple floral project.
   - AG-OH Standards 1.12.2: Students will understand the basic principles and skills of floral design.
   Students will learn how to floral tape a bow before and after construction.
   - AG-OH Standards 5.12.1: Students will understand the basic principles and skills of floral design.

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C. Constructing Accessories
   Students will construct tufts, and single loops for corsage construction.
   - AG-OH Standards 1.12.2: Students will understand the basic principles and skills of floral design.

D. Constructing Simple Floral Projects
   1. Boutonnieres
      Students will construct a single carnation boutonniere with the appropriate accessories.
      - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
      - AG-OH Standard 5.12.2: Design and construct a simple floral project.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

   2. Corsage Construction
      Students will construct a single carnation corsage with the appropriate accessories.
      - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
      - AG-OH Standard 5.12.2: Design and construct a simple floral project.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

      Students will construct a corsage utilizing 5 miniature carnations and appropriate accessories, filler and greenery.
      - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
      - AG-OH Standard 5.12.2: Design and construct a simple floral project.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Unit 2: Color Uses in Floral Design
A. Color as an Element of Design
   1. Color Properties
      Students will paint the twelve recognized colors on the color wheel utilizing the three primary colors.
      - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

   2. Color Schemes
      Students will identify the various color combinations used in floral design.
      - AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

      Students will create a color theme project utilizing paints from the three primary colors.
      - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

      Students will construct a corsage representing one of the color combinations and describe how it represents that specific color combination. (Monochromatic, Direct Compliment, Split Compliment, Triadic, Polychromatic)
      - Ag-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

   3. Psychological Effects
      Students will identify colors associated with feelings and themes.

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- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

4. Color in Design
Students will identify appropriate colors for various cultural occasions and events.
(Weddings, Funerals, Festivals)
- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Unit 3: Principles of Floral Design

A. Principles:

1. Balance
   a. Physical vs. Visual
   Students will understand the difference between physical and visual balance utilizing color, size of flower, depth, pattern and other elements of design.
   - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
   - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

   b. Forms of Balance
      1. Asymmetrical
      2. Radial
      3. Symmetrical
      4. Open
   Students will construct a symmetrical and asymmetrical arrangement during the school year.
   - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
   - AG-OH Standard 5.12.2: Design and construct a simple floral project.
   - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
   - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

   Students will construct collages using geometrical shapes to demonstrate their knowledge of the four different types of balance.
   - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
   - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

2. Proportion and Scale
Students will understand the principle of proportion and how it relates to floral design.
- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

   Students will understand the principal of scale and balance and how it relates to proportion.
   - Ag-OH Standard 5.12: Students will understand the basic principles and skills of floral design.

3. Focal Point
Students will learn the elements that are used to create focal point.
- AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

   Students will understand the rules of floral design that relate to focal point.
   - AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
   - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

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4. Rhythm
Students will learn the theory and rules of rhythm of floral design.
- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

5. Depth
Students will learn the theory and rules apply to depth as related to floral design.
- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

6. Harmony/Unity
Students will learn the principles of harmony and unity and how they increase the difficulty level and quality of floral arrangements.
- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

B. Design Practicum
The students will draw two-dimensional works of floral design utilizing the elements and principles of floral design.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA Standard 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
- VPA Standard 2.2: Prepare a portfolio of original two and three-dimensional artworks that reflect refined craftsmanship and technical skills.

The students will create numerous floral arrangements over the year that implement the application of elements and principles of floral design and compare their works to other student work.
- AG-OH Standard 5.12: Floriculture: Students will understand the basic principles and skills of floral design.
- AG-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA Standard 1.2: Discuss a series of their original works of art, using the appropriate vocabulary of art.
- VPA Standard 1.3: Analyze their works of art as to personal direction and style.

The student will create a horizontal Thanksgiving Centerpiece utilizing the above principles and compare their centerpiece to other student projects.
- AG-OH Standard 5.12: Floriculture: Students will understand the basic principles of floral design.
- AG-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA Standard 1.2: Discuss a series of their original works of art, using the appropriate vocabulary of art.
- VPA Standard 1.3: Analyze their works of art as to personal direction and style.

The students will take digital pictures of their floral arrangements to be utilized in their portfolio.
- VPA Standard 2.2: Prepare a portfolio of original two and three-dimensional artworks that reflects refined craftsmanship and technical skills.

C. Research Project
The students will work cooperatively in a group and research several interpretations on an assigned principle and prepare a class presentation.
- AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
- VPA 1.2: Discuss a series of their original works of art, using the appropriate vocabulary of art.

The student group will create a visual aide that represents the element or principle
- AG-OH 5.12.2: Design and construct a simple floral project.

The student group will present the element or principle to class in the form of a lesson including an activity or worksheet.
- VPA 1.3: Analyze their works of art as to personal direction and style.

B. Baxter
Agriculture Department Program Plan

- Reading Standard 1.1: Word Analysis, Fluency, and Systematic Vocabulary Development: Identify and use the literal and figurative meaning of works and understand work derivations.

Unit 4 – Seasonal, Holiday and Occasional Designs through Elements and Principles of Design (Ch. 13, pages 210-230)

A. Seasonal Themes

1. Spring
2. Summer
3. Autumn
4. Winter

Students will create seasonal designs during the specific season.
- Ag-OH 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will create a Christmas centerpiece utilizing the principles and elements of floral design.
- Ag-OH 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Students will create a floral arrangement that represents the cultural heritage and the holiday season.
- Ag-OH Standard 5.12: Floriculture: Students will understand the basic principles and skills of floral design.
- Ag-OH Standard 5.12.2: Design and construct a simple floral project.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Unit 5: Shop Management

A. Product Research and Development

Students will research design and develop inventory for special occasions.
Students will determine the wholesale and retail cost of shop inventory.
Students will conduct product surveys to determine customer preferences.

B. Advertising and Marketing of Floral Products

Students will develop a marketing plan for floral inventory.
- VPA 5.1: Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- Ag Business 4.1: Economic Principles
- Ag Business 4.8: Students will understand the principles of marketing and selling of Ag products and apply this knowledge using simulations and career development events.

Students will develop a newspaper ad representative of industry standards for floral products.
- VPA 5.1: Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

Students will develop displays highlighting floral products.
- VPA 5.1: Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.

C. Salesmanship: The finer points

Students will demonstrate the ability to conduct a one-on-one sale utilizing salesmanship strategies.
- Ag Business 4.8: Students will understand the principles of marketing and selling of Ag products and apply this knowledge using simulations and career development events.

D. Scheduling and Delivery

Students will develop a model for delivery and scheduling product during peak holiday periods.
- Ag Business 4.8.3: Demonstrate use of technology in tracking prices and discussing price movement.

B. Baxter
Unit 6: History of Floral Design

A. Introduction/Importance of Floral Industry

1. Egyptian Era
Students will create an artifact that represents the Egyptian era.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

2. Roman and Greek Era (600 – 46 B.C.)
Students will construct a head wreath to represent the Greek era.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

3. Renaissance Era
Students will create an artifact that represents the Renaissance era.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

4. Victorian Era
Students will create a tussy mussy hand bouquet representative of the Victorian era.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

5. French
Students will create a ½ dozen or 1 dozen vase mass arrangement to represent the French era.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.

6. English-Georgian
Students will create a bud vase arrangement to represent the English-Georgian era.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.

7. Early American History of Floral Design
Students will create an artifact that represents the Early American era.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

8. American Victorian
Students will research flowers used during this era and create a collage.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

9. Oriental Influence
Students will create an Ikebana Style arrangement to represent the Japanese style of arrangement.
- VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
- VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

B. Practicum: Cross History/Floral Era Project
Students will research various floral periods and create a historical presentation on writers, poets, musicians, architecture and relevant artists from that era.
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.
- VPA 5.2: Create a work of art that communicates a cross-cultural or universal theme taken from literature
Agriculture Department Program Plan

or history.
Students will construct a portfolio that represents the history of floral design. The portfolio will include pictures, projects or assignments completed during the study of each era and the key points from each era.

- VPA 2.2: Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.
- VPA 2.3: Develop and refine skill in the manipulation of digital imagery (either still or video).
- VPA 3.1: Identify similarities and differences in the purposes of art created in selected cultures.
- VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art.

Unit 7: Elements of Floral Design
A. Elements
   1. Line
      Students will learn the principle of line and how it relates to floral design.
      - AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
   2. Shapes/Forms
      Students will understand the difference between the various shapes and forms of floral arrangements.
      - AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      Students will create one arrangement from each listed shape/form during the school year.
      - AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      Students will create a project that depicts the eight most popular forms of floral design.
      - AG-OH Standard 5.12: Students will understand the basic principles and skills of floral design.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
   3. Textures
      B. Flower and foliage component
      Students will identify the different types and forms of textures relative to size and shape.
      - AG-OH Standards 5.12.1: Identify materials and tools, describe proper handling, safe preparations, and the arrangement of cut flowers.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      Students will construct a floral arrangement that demonstrates knowledge of texture through use of greenery, flowers and accessories.
      - AG-OH Standard 5.12.1: Students will understand the basic principles and skills of floral design.
      - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
      - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

C. Practicum: Project Construction
   Students will create a equilateral triangle arrangement for their spring/Easter project.
   - Ag-OH Standard 5.12: Floriculture: Students will understand the basic principles and skills of floral design.
   - Ag-OH 5.12.2: Design and construct a simple floral project.
   - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.

Unit 8: Wedding Flowers (Ch 18)

B. Baxter
A. Trends and Traditions

B. Cultural Influences

C. Construction of Wedding Arrangements or Components
   Students will create a power point presentation identifying various floral products produced for the wedding theme of their choice.
   - VPA 3.3: Identify and describe the role and influence of new technologies on contemporary works of art. Students will create floral pieces that are typical for the mother and father of the bride.
   - Ag-OH Standard 5.12.2: Design and construct a simple floral project.
   - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
   - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
   Students will conduct a bridal consultation and determine the wholesale and retail cost of a bridal bouquet.

Unit 9: Funeral Flowers (Ch 19)
A. Trends and Traditions
B. Cultural Influences
C. Construction of Funeral Pieces
   Students will construct a miniature casket saddle.
   - Ag-OH Standard 5.12.2: Design and construct a simple floral project.
   - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about the visual aspects in the environment and in works of art, including their own work.
   - VPA 2.1: Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

Unit 10: Careers in the Floral Industry
   Students will conduct research on the various job opportunities in California.
   - AG-OH Standard 5.13: Students will understand horticulture career paths and students will be aware of professional trade organizations within the horticulture industry.
   Students will identify key floriculture production areas and the trends in this field.
   - Ag. Oh.- Floriculture Standard 5.13: Horticulture Careers and Industry. Students will understand horticulture career paths and students will be aware of professional trade organizations within the horticulture

Unit 11: Portfolio Development
A. Parts of a Portfolio
   1. Job Applications
      Students will learn and apply the fundamentals of completing a basic job application.
   2. Resume Writing
      Students will construct a resume specific to the floral industry.
      - Basic Core 1.8.2: Develop a resume and participate in a mock job interview.
      - ELA Writing Standards 2.5: Write job application and resumes.
      - LA Writing Standards 2.6: Write technical documents.
   3. Completing Letters of Introduction
      Students will construct a letter of introduction specific to the floral industry.

B. Portfolio Development
   Students will create a floral portfolio that includes pictures with a minimum of five floral projects created by that student and writer description of work.
   - VPA 1.1: Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
   - VPA 2.2: Prepare a portfolio of original two and three-dimensional artworks that reflect refined craftsmanship and technical skills.
   - VPA 2.3: Develop and refine skill in the manipulation of digital imagery (either still or video).

B. Baxter
Program Completion Standards
Agriculture Department
COURSE COMPLETION STANDARDS

Agriculture Biology

____________________________ has completed the course of study and practice in Agriculture Biology and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

___________________________ Cell Structure
___________________________ Cell Function
___________________________ Enzymes
___________________________ Prokaryotic Cells
___________________________ Eukaryotic Cells
___________________________ Viruses
___________________________ Bacteria
___________________________ Transcription
___________________________ Translation
___________________________ DNA
___________________________ RNA
___________________________ Photosynthesis
___________________________ Respiration
___________________________ Mitosis
___________________________ Meiosis
___________________________ Chromosomes
___________________________ Genetic Mutations & Variation
___________________________ Phenotype vs. Genotype
___________________________ Mendel's Law

___________________________ Base Pairing Rule
___________________________ Biodiversity & Ecosystems
___________________________ Ecological Populations
___________________________ The Carbon Cycle
___________________________ Energy Pyramids
___________________________ Natural Selection
___________________________ Genetic Drift
___________________________ Geographic Isolation
___________________________ Major Organ Systems
___________________________ Neurons
___________________________ Nonspecific Defenses
___________________________ AIDS
___________________________ Investigation
___________________________ Experimentation
___________________________ FFA
___________________________ SAE

___________________________ Certifying Instructor
___________________________ Course Grade
___________________________ Date
Agriculture Department
COURSE COMPLETION STANDARDS

Plant Science

_________________________ has completed the course of study and practice in Plant
Science and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

_______ California Agriculture
_______ Careers in Horticulture
_______ Plant Taxonomy
_______ Climate Zones
_______ Tree Identification
_______ Shrub Identification
_______ Perennial Identification
_______ Annual Identification
_______ Vine & Fern Identification
_______ Plant Structure & Function
_______ Plant Growth Requirements
_______ Photosynthesis
_______ Respiration
_______ Soils & Planting Media
_______ Propagation by Division
_______ Propagation by Seed
_______ Propagation by Air Layering
_______ Propagation by Plantlets or Offsets
_______ Propagation by Cuttings

_______ IPM
_______ Disease & Pests
_______ Plant Growth Requirements
_______ Landscape Maintenance
_______ Landscape Design
_______ Pruning Techniques
_______ Nursery Management
_______ Greenhouse Management
_______ Irrigation
_______ Turf Grass Management
_______ Frost Protection
_______ Plant Evaluation & Selection
_______ Retail Industry
_______ Wholesale Industry
_______ Marketing Techniques
_______ Public Speaking & Presentation

Certifying Instructor ____________________ Course Grade ________ Date ________
Agriculture Department
COURSE COMPLETION STANDARDS

Floral Design

_____________________________ has completed the course of study and practice in Floral Design and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

**Areas of Competency**

<table>
<thead>
<tr>
<th>Floral Tool ID &amp; Safety</th>
<th>Portfolio Write Ups</th>
<th>Color &amp; Color Schemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flower Identification</td>
<td>Line</td>
<td>Good</td>
</tr>
<tr>
<td>Foliage Identification</td>
<td>Shape &amp; Form</td>
<td>Excellent</td>
</tr>
<tr>
<td>Cut Flower &amp; Foliage Handling</td>
<td>Space &amp; Depth</td>
<td>Good</td>
</tr>
<tr>
<td>wiring Technique</td>
<td>Texture</td>
<td>Good</td>
</tr>
<tr>
<td>Taping Technique</td>
<td>Harmony &amp; Unity</td>
<td>Excellent</td>
</tr>
<tr>
<td>Corsage Construction</td>
<td>Balance</td>
<td>Good</td>
</tr>
<tr>
<td>Boutonniere Construction</td>
<td>Scale &amp; Proportion</td>
<td>Good</td>
</tr>
<tr>
<td>Vase Arranging</td>
<td>Focal Point</td>
<td>Good</td>
</tr>
<tr>
<td>Centerpiece Construction</td>
<td>Rhythm</td>
<td>Good</td>
</tr>
<tr>
<td>Wreath Construction</td>
<td>Wholesale Flower Industry</td>
<td>Good</td>
</tr>
<tr>
<td>Pricing &amp; Marketing</td>
<td>Retail Flower Industry</td>
<td>Good</td>
</tr>
<tr>
<td>Wedding Planning</td>
<td>Careers in Floral Design</td>
<td>Good</td>
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<tr>
<td>Holiday &amp; Seasonal Arrangements</td>
<td>California Flowers</td>
<td>Good</td>
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<tr>
<td>Silk Floral Design</td>
<td>Public Speaking &amp; Presentation</td>
<td>Good</td>
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<td>Floral Design History</td>
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<tr>
<td>Flower &amp; Foliage Production</td>
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<tr>
<td>Judging Flowers</td>
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<tr>
<td>Judging Foliage &amp; House Plants</td>
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<td></td>
</tr>
</tbody>
</table>

Certifying Instructor ____________ Course Grade ____________ Date ____________
Agriculture Department
COURSE COMPLETION STANDARDS

Agriculture Science

_________________________ has completed the course of study and practice in Agriculture Science and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

- California Agriculture
- FFA History, Aims & Purposes
- Communication & Public Speaking
- Group Work
- Parliamentary Procedure
- Careers in Agriculture
- Basic Animal Science
- Anatomy and Physiology of Livestock
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef Cattle
- Swine
- Sheep
- Beef, Swine, and Sheep Husbandry
- Dairy Cattle and Dairy Cattle Husbandry
- Livestock Evaluation and Selection
- Agricultural Production Records
- Agricultural Production Products
- Livestock Products
- Poultry
- Speciality Animals
- Plant Taxonomy
- Plant Classification Systems
- Plant Germination
- Plant Propagation
- Nursery Greenhouse Management
- Proper Plant Care & Handling
- Landscape Maintenance
- Land Preparation and Planting
- Soils
- Fertilizers
- Irrigation and Drainage
- Harvesting
- Identification of Crops, Products, and By-Products

Certifying Instructor ___________________________  Course Grade __________  Date __________
Agriculture Department
COURSE COMPLETION STANDARDS

Agriculture Leadership

_________________________ has completed the course of study and practice in Agriculture Leadership and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

—— Defining Leadership
—— Leadership Styles
—— Parliamentary Procedure
—— Cover Letter
—— Resume
—— Interviewing
—— Scholarship Applications
—— Effective Communication
—— Public Speaking
—— FFA Record Book
—— Goal Setting
—— Personal Development
—— Time Management
—— Colleges & Choosing a Major
—— Employability Skills
—— Current Ag Issues
—— Problems & Solutions
—— Transition Skills
—— Historical Ag Issues
—— Influential Ag Leaders
—— Agricultural Impacts on Daily Life
—— Agricultural Careers
—— FFA Career Development Events
—— FFA Judging Teams
—— Community Service
—— Interpersonal Skills
—— Ag Policy
—— Ag Systems
—— Ag Public Perception

____________________________________  _____________  _____________
Certifying Instructor  Course Grade  Date
Description of Facilities and Major Equipment
## AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

### MAJOR OH EQUIPMENT INVENTORY

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aquaculture Tank</td>
</tr>
<tr>
<td>2</td>
<td>Automated Watering Boxes</td>
</tr>
<tr>
<td>1</td>
<td>Electric Leaf Blower</td>
</tr>
<tr>
<td>1</td>
<td>Greenhouse</td>
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<tr>
<td>1</td>
<td>Lath House</td>
</tr>
<tr>
<td>1</td>
<td>Metal Potting Bench</td>
</tr>
<tr>
<td>2</td>
<td>Overhead Watering System</td>
</tr>
<tr>
<td>6</td>
<td>Propagation Tables</td>
</tr>
<tr>
<td>5</td>
<td>Raised Beds</td>
</tr>
<tr>
<td>2</td>
<td>Rolling Storage Carts</td>
</tr>
<tr>
<td>1</td>
<td>Soil Bin</td>
</tr>
<tr>
<td>1</td>
<td>Swamp Cooler Pump</td>
</tr>
</tbody>
</table>

## Department Inventory: Floral Design Program

### MAJOR FLORAL EQUIPMENT INVENTORY

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Double Door Floral Cooler</td>
</tr>
</tbody>
</table>
2011-2016
AGRICULTURE DEPARTMENT
FIVE YEAR FACILITY AND EQUIPMENT ACQUISITION SCHEDULE
AGRICULTURE DEPARTMENT
FIVE YEAR PLAN

Year 1

1. Purchase lab tables for room 205.
2. Continue facility/equipment repairs.
3. Replace missing or damaged shop tools.
4. Organize existing shop tools and equipment.
5. Create a livestock loading platform off of wash rack area, through the north end of the barn for ease and efficiency of animal loading and transport.
6. Continue to landscape in front of lath house area, using plants that have been propagated in greenhouse.
7. Landscape fenced area behind propagation tables and potting bench.
8. Landscape area around the barn.
9. Label work stations on propagation tables in OH facility.
10. Purchase two additional orbital sanders for the woodshop.
11. Purchase additional double door cold box for the Floral Design class.
12. Continue purchasing tools for an OH tool room/locker.
13. Purchase four computers for room 205 to better utilize technology in the classroom.

Year 2

1. Install motion flood lights at the barn for security and ease of transportation at 60 day weigh-ins.
2. Plant, grow and harvest crops/orchard on acreage behind baseball field.
3. Paint OH tool room/locker to include labeling for tool locations & ease of inventory.
4. Replace display case fronts and locking systems in room 311.
5. Improve science work space and equipment.
6. Purchase two additional hand routers for the woodshop.
7. Repair and utilize the Aquaculture Tank in the Greenhouse
8. Complete fencing around livestock wash rack on north end of barn.

Year 3
1. Install security cameras at the barn.
2. Continue to upgrade and replace computers.
3. Continue to improve the OH unit and landscape surrounding areas.
4. Plant additional trees and shrubs for plant identification.
5. Build a tack/feed storage room in the barn.
6. Expand on other small animal projects; develop small poultry unit.
7. Build a livestock box/rack for the ag. truck.
8. Build second waterproof soil container for OH facility.

Year 4
1. Further department repairs/replacements.
2. Pave the road to the barn.
3. Install adequate outdoor lighting in the OH facility.
4. Purchase a LCD projector and audio system for room 311.
5. Build a state of the art greenhouse to be positioned next to current greenhouse.

Year 5
1. Replace shop equipment as needed.
2. Transition the chemical room in 205 to a cold storage box for Floral Design.
3. Paint the livestock trailer.
4. Re-design fencing system in current barn.
5. Coordinate with local industry leaders to cultivate and fund crops/orchard on LMHS acreage.
6. Build an additional trophy case on the east hallway, adjacent to the gym, for FFA awards, ribbons and trophies.
2011-2012
AGRICULTURE DEPARTMENT
CHART OF RESPONSIBILITIES
# AGRICULTURE DEPARTMENT
## CHART OF RESPONSIBILITIES 2011-2012

<table>
<thead>
<tr>
<th>CATEGORY: Departmental/Program Responsibilities</th>
<th>Stevens</th>
<th>Baxter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop &amp; Update Department Program of Activities</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>2. Present POA to Board of Trustees</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>3. Coordinate FFA Activities/Student Attendance with Registrar</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>4. Coordinate Student/Teacher Activities with Regional Supervisor and CATA Director</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>5. Application for and Monitor Grants (Ag. Incentive and VEA)</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>6. Work with Finance Office on Claim of Expenditures of Ag. Incentive Grant and VEA</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>7. Leadership Conference Registration/Chaperone</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>8. Disseminate Information/Liaison to Parents about Activities</td>
<td>✔️</td>
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<tr>
<td>9. Receive/Track/Deposit Money for all Activities and Departments</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>10. Set Weekly Department Meetings Submit Minutes to Principal</td>
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</tr>
<tr>
<td>11. Member of Junior Livestock Auction Committee (10-12 per yr.)</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>12. Develop Ag. Advisory Committee</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>13. Schedule Ag Advisory Committee Meetings</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>14. Type Agenda for Ag Advisory Committee Meetings</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>15. Hold Ag. Advisory Committee Meetings (2 per yr. minimum)</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>16. Align Curriculum with State Standards</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>17. Review Test Books with State Standards</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>18. Assess Curricular Needs in Advanced Cluster Areas to Meet the Needs of the Community</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>19. Expand Curriculum and Course Offerings to Meet More UC/CSU Entrance Requirements</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>20. Build Recruitment Flyers for Program</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>21. Develop Program Completion Standards for Advanced Cluster Areas</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>22. Develop Program Completion Certificates</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>23. Conduct Field Trips to Enhance Advanced Cluster Areas</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>24. Coordinate Guest Speakers for Classroom Presentations</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>25. Develop Community Classroom Possibilities for Internship and Community Classroom Opportunities (ROP)</td>
<td>✔️</td>
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</tr>
<tr>
<td>Responsibility</td>
<td>Stevens</td>
<td>Baxter</td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>26. Order Educational Supplies</td>
<td>✔</td>
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<tr>
<td>27. Build Educational Booth for Tehama District Fair</td>
<td>✔</td>
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</tr>
<tr>
<td>28. Meet with Regional Supervisor for Program Review</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>29. Conduct Program Review with Advisory Committee Annually</td>
<td>✔</td>
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</tr>
<tr>
<td>30. Update and Register New Members on the State FFA Roster</td>
<td>✔</td>
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</tr>
<tr>
<td>31. Revise and Send in the Required R-2 Annually</td>
<td>✔</td>
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</tr>
<tr>
<td>32. Submit the 5 Year Facility and Equipment Acquisition Schedule</td>
<td>✔</td>
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</tr>
<tr>
<td>33. Maintain Graduate Follow Up System to Enter Data for AIG</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>34. Maintain Description of Facilities and Major Equipment</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>35. Maintain Department Inventory</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>36. Complete all Transportation Requests for Student Leadership and Field Trips; Coordinate with Head of Transportation</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>37. Maintain School Truck Oil Changes, Tire Rotation and Routine Maintenance Issues</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>38. Attend CATA Sectional, Regional, State and National Professional Development Activities</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>39. Serve as Cooperating Teacher for Student Teachers of CSU, Chico</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>40. Attend Professional Ethics Workshops</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>41. Attend SST Meetings</td>
<td>✔</td>
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<tr>
<td>42. Attend IEP Meetings</td>
<td>✔</td>
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<tr>
<td>43. Attend School and District Staff Development Meetings</td>
<td>✔</td>
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</tr>
<tr>
<td>44. Purchase and Maintenance of Power Equipment and Tools in Ag Shop</td>
<td>✔</td>
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<tr>
<td>45. Develop Program Recruitment Flyer</td>
<td>✔</td>
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</tr>
<tr>
<td>46. Visit Feeder Schools with Students for Program Recruitment</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>47. Attend 8th Grade Career Day with Students for CTE Program Recruitment and Outreach, Red Bluff Fair Grounds</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>48. Articulate Courses with local Community Colleges</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**CATEGORY: SAEP, School Farm, Greenhouse Facility Responsibilities**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Stevens</th>
<th>Baxter</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. Oversee Development of Greenhouse &amp; Lath house Facility</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>50. Oversee Maintenance of the School Farm, Tractors, Fences, Water System, Septic System and Other Equipment</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>51. Conduct Educational Programs that Promote Fair and Ethical Treatment/Management of Livestock</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>52. Oversee <strong>Beef Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>53. Oversee <strong>Swine Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>54. Oversee <strong>Sheep Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>55. Oversee <strong>Poultry Projects</strong> at the School Farm and at Student Homes</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>56. Oversee <strong>Goat Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>57. Purchase and Supervise Livestock for Educational Purposes</td>
<td>✔</td>
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</tbody>
</table>

LMHS 2011-2012
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<thead>
<tr>
<th>Responsibility</th>
<th>Stevens</th>
<th>Baxter</th>
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</thead>
<tbody>
<tr>
<td>58. Develop Feeding and Breeding Programs for all Livestock</td>
<td>✔️</td>
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</tr>
<tr>
<td>59. Be available for Birthing/Doctoring Livestock at all Times of the Day or Night <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>60. Train and Educate 1-3 Students per Year as Farm Managers</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>61. Train and Educate 1-2 Students per Year as Greenhouse Managers</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>62. Develop a Contract for Student Accountability for Projects Housed at School Farm and Greenhouse</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>63. Make Arrangements for Farm Coverage if Farm Managers are not Available <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>64. Check Animals Daily to Insure Student Responsibility and Animal Health/Nutrition, Includes Non-Attend. Days <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>65. Arrange Market Animal Processing for Approximately 50 Animals Per Year</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>66. Haul Animals to Processing Facility when Necessary</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>67. Purchase Vet Supplies and Treat Sick Animals when Necessary, Demonstrating Practices to Students <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>68. Manage Pasture Rotation and Irrigation</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>69. Purchase and Pickup all Feed Necessary <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>70. Purchase Vaccinations for New Animals, Teaching Injections to Students <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>71. Purchase De-Worming Medication for Student and School Housed Projects, Develop Schedule for De-Worming <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>72. Meet with Necessary Vendors to Arrange or Facilitate Improvements</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>73. Purchase and Pickup Supplies Needed for Farm Maintenance and Improvements</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>74. Repairs and Emergency Operations During Non-Attendance Days</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>75. Respond to Night and Weekend Calls <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
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</tr>
<tr>
<td>76. Capture and Return Escaped Animals <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>77. Transport Animals to Student Locations <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>78. Attend Private Treaty or Organized Sales in Order to Purchase Fair Animals for Student Projects</td>
<td>✔️</td>
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</tr>
<tr>
<td>79. Acquire Mother Stock Plants for Propagation Purposes</td>
<td>✔️</td>
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<tr>
<td>80. Conduct Plant Sales for Student Education</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>81. Sales and Dispersals of Animals Used for Classroom Education</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>82. Conduct Project Visits and Weigh Every Projects Every Two Weeks, Logging Student Contact and Suggestions <em>(See Species Responsibilities Above)</em></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>83. Properly Insure Student Fair Projects</td>
<td>✔️</td>
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</tr>
<tr>
<td>Responsibility</td>
<td>Stevens</td>
<td>Baxter</td>
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<tr>
<td>84. Help Students Acquire Financing for Fair Projects</td>
<td></td>
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</tr>
<tr>
<td>85. Supervise Ag. Mech. Projects for Exhibits at TDF</td>
<td></td>
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<tr>
<td>86. Open shops in Evenings or Weekends for Project Construction when Needed for Completion</td>
<td></td>
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</tr>
<tr>
<td>87. Facilitate DMV Paperwork for Trailer Project Transportation</td>
<td></td>
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</tr>
<tr>
<td>88. Disposal of Mortalities at School Farm or Student’s Homes when Needed (See Species Responsibilities Above)</td>
<td></td>
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</tr>
</tbody>
</table>

**CATEGORY: FFA Responsibilities**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Stevens</th>
<th>Baxter</th>
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</thead>
<tbody>
<tr>
<td>89. Budget for Supervised Officer Retreat</td>
<td></td>
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</tr>
<tr>
<td>90. Complete Transportation Request, Requisitions and Permission Slips for Supervised Officer Retreat</td>
<td></td>
<td>☑</td>
</tr>
<tr>
<td>91. Develop Officer Retreat Agenda and Officer Binders</td>
<td></td>
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</tr>
<tr>
<td>92. Meet with Officers to Schedule Calendar of Events</td>
<td></td>
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</tr>
<tr>
<td>93. Develop a Program Plan with FFA Officer Team</td>
<td></td>
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</tr>
<tr>
<td>94. Schedule Officer Portraits and Include Team Picture in POA &amp; Media</td>
<td></td>
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</tr>
<tr>
<td>95. Conduct and Supervise FFA Officer Meetings Every Thursday at Lunch</td>
<td></td>
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</tr>
<tr>
<td>96. Supervise Officer planning of FFA Monthly Chapter FFA Meetings</td>
<td></td>
<td></td>
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<tr>
<td>97. Attend FFA Monthly Chapter FFA Meetings</td>
<td></td>
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<tr>
<td>98. Update and Register New Members on the State FFA Roster</td>
<td></td>
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</tr>
<tr>
<td>99. Register and Chaperone Students for Greenhand FFA Conference</td>
<td></td>
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<tr>
<td>100. Register and Chaperone Students for Made for Excellence FFA Conference</td>
<td></td>
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</tr>
<tr>
<td>101. Register and Chaperone Students for Advanced Leadership Academy</td>
<td></td>
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<tr>
<td>102. Complete Housing Registration for State FFA Convention through the Fresno Housing Bureau</td>
<td></td>
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<tr>
<td>103. Register and Students for State FFA Convention</td>
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<tr>
<td>104. Chaperone Students for State FFA Convention</td>
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<tr>
<td>105. Register and Chaperone Students for National FFA Convention</td>
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<tr>
<td>106. Register and Chaperone Students for COLC</td>
<td></td>
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<tr>
<td>107. Order Supplies &amp; Pins for Chapter Fall Awards Ceremony – Greenhand Initiation</td>
<td></td>
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<tr>
<td>108. Plan and Conduct Chapter Fall Awards Ceremony – Greenhand Initiation</td>
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<tr>
<td>109. Order Plaques, Awards and Pins for Chapter End of Year Awards Banquet</td>
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<tr>
<td>110. Plan and Conduct Chapter End of Year Awards Banquet</td>
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<tr>
<td>111. Schedule and Attend Officer Rehearsals for Awards Banquet</td>
<td></td>
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<tr>
<td>112. Teach and Oversee Every Student’s FFA Recordbook</td>
<td></td>
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<tr>
<td>113. Teach FFA in Classes</td>
<td></td>
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<tr>
<td>114. Coach Creed Speakers</td>
<td></td>
<td>☑</td>
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<tr>
<td>115. Coach Best Informed Greenhand Team</td>
<td></td>
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<tr>
<td>116. Coach Job Interview Contestants</td>
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<tr>
<td>117. Coach Prepared Public Speaking Contestants</td>
<td></td>
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<tr>
<td>118. Secure Coach for Parliamentary Procedure Team</td>
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LMHS 2011-2012 5
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Stevens</th>
<th>Baxter</th>
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</thead>
<tbody>
<tr>
<td>119. Coach Extemporaneous Public Speaking Contestants</td>
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<tr>
<td>120. Supervise Student Record Books</td>
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<tr>
<td>121. Supervise Regional Officer Applications</td>
<td></td>
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<tr>
<td>122. Applications for State FFA Degrees</td>
<td>✔</td>
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<tr>
<td>123. Applications for Proficiency Awards Regional, State and National</td>
<td>✔</td>
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<tr>
<td>124. Applications for National FFA Degrees</td>
<td>✔</td>
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<tr>
<td>125. Supervise Daily FFA Cookie Sales at Break</td>
<td>✔</td>
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<tr>
<td>126. Organize Firewood Fundraiser or Landscape Raffle Fundraiser</td>
<td>✔</td>
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<tr>
<td>127. Organize Tri-Tip Drive Thru Fundraiser</td>
<td>✔</td>
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<tr>
<td>128. Monitor Treasurer’s Deposits and Check Requests in FFA Student Body Account</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>129. Plan and Hold Fair Exhibitor/Parent Meeting, Students and Parents Sign Exhibitor Contract</td>
<td>✔</td>
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<tr>
<td>130. Hold a Fair Entry Form Meeting</td>
<td>✔</td>
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<tr>
<td>131. Purchase FFA Jackets</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>132. Maintain a Chapter Set of Official Dress for Students to Borrow</td>
<td>✔</td>
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</tr>
<tr>
<td>133. Score State and National FFA Degree Candidates</td>
<td>✔</td>
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</tr>
<tr>
<td>134. Score Proficiency Award Applicants</td>
<td>✔</td>
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<tr>
<td>135. Attend 85% of State Wide Judging Days</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>136. Coach Judging Team(s) in preparation for Shasta College Field Day</td>
<td>✔</td>
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<tr>
<td>137. Coach Judging Team(s) in preparation for Arbuckle Field Day</td>
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<tr>
<td>138. Coach Judging Team(s) in preparation for UC Davis Field Day</td>
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<td>✔</td>
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<tr>
<td>139. Coach Judging Team(s) in preparation for Chico State Field Day</td>
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<tr>
<td>140. Coach Judging Team(s) in preparation for Merced College Field Day</td>
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<tr>
<td>141. Coach Judging Team(s) in preparation for MIC Field Day</td>
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<tr>
<td>142. Coach Judging Team(s) in preparation for Fresno Field Day</td>
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<tr>
<td>143. Coach Judging Team(s) in preparation for State Finals</td>
<td>✔</td>
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<tr>
<td>144. Attend Public Speaking Contests</td>
<td>✔</td>
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<tr>
<td>145. Organize Chapter Level Job Interview Contest</td>
<td>✔</td>
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<tr>
<td>146. Organize Chapter Level Creed Contest</td>
<td>✔</td>
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<tr>
<td>147. Organize “Cash for Corduroy” fundraiser for Chapter Level Contests</td>
<td>✔</td>
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<tr>
<td>148. Assist Students with Sectional Project Competition</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>149. Promote National FFA Week with School Wide Activities</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>150. Maintain a Chapter Website for State Competition</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
"You might outgrow the jacket...

but you'll never outgrow the experience."
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LOS MOLINOS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL ADMINISTRATION AND STAFF

Charles Ward  Superintendent
Cliff Curry  Principal
Heather Skala  Counselor
Debra Edwards  District Secretary/HR
Mary Beth Brinkley  District Accounts Payable
Veronica Sanchez  Registrar
Dawn Early  School Secretary
Vicki Hutoon  Office, Bilingual
Veronica Rico  District Physiologist
Jerry Curtis-Walker  District Maintenance Manager
Cleve Dean  Transportation Manager
Keith Olsen  Maintenance
Jake Thompson  Custodian
Jose Sanchez  Food Service Manager
Carolyn Reed  School Nurse
Jeanne Boyes  Instructional Assistant
Marie Blanchard  District Employee
Bev Maxwell  ELD Coordinator
Cheryl Clark

LOS MOLINOS UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

Jill Botts  President
Barbara Morgan  Vice President
Jennifer Pilgrim  Clerk
Peter Neves  Trustee
Karl Andersen  Trustee
Roger Mesecher  Trustee
ADVISOR'S MESSAGE

Dear Parents, Guardians and FFA Members,

Your child(ren) has shown interest in being an active member of the LMHS FFA Chapter. While some people believe that you have to live on a farm to be in FFA, this is no longer true. FFA is the student organization that at one time was known as "Future Farmers of America," however in 1988 it was changed to the "National FFA Organization." This was done to accommodate the changing face and diversity of today's agriculture. Whereas agricultural production in farming crops and livestock was the focal point for projects, new projects like turf grass management, forestry, ag sales, floriculture/landscaping, and many more are now widespread FFA activities.

This Program of Activities (POA) booklet is for you and your child(ren) to review and become aware of what FFA is about and the opportunities that are offered throughout the year. It contains a brief chapter program overview, events, and a tentative calendar of FFA activities. Please let us know if you have any questions involving the FFA opportunities available to your child(ren). We look forward to meeting with you soon.

Bonnie Baxter
Ms. Baxter, Teacher/Advisor
Los Molinos High School
7900 Sherwood Boulevard
Los Molinos, CA 96055
Phone: (530) 834-7900 Ex: 1303

Bill Stevens
Mr. Stevens, Teacher/Advisor
Los Molinos High School
7900 Sherwood Boulevard
Los Molinos, CA 96055
Phone: (530) 834-7900 Ex: 1316
MENSAJE DE ADVISOR

Queridos padres,

Futuros Agricultores de América es también llamada FFA. El FFA es un programa de estudiantes basados en la educación superior en la agricultura. Como un estudiante inscrito en una clase de la Agricultura aquí, en Los Molinos High School, el estudiante es un miembro de la FFA. Como miembros de la FFA los estudiantes son elegibles para participar en las actividades de la FFA que promueven el liderazgo de primera clase, el crecimiento personal y éxito profesional a través de la educación agrícola. Basamos nuestras clases sobre el modelo de tres anillos para el éxito, son el aula de Educación, FFA, y SAE. Cada anillo es fundamental para el otro y con los tres a los estudiantes sacan el mayor provecho de su tiempo con nosotros.

Como una organización de estudiantes, los funcionarios de la FFA celebrarán reuniones mensuales. Las reuniones se celebran generalmente después de la escuela a las 5:30 y los padres son siempre bienvenidos a visitar de vez en cuando si lo desean. En la reunión de los estudiantes a discutir los logros y metas del grupo, y se informarán mutuamente sobre oportunidades próximo y actividades. Aunque estas son reuniones funcionamiento del estudiante, los asesores están siempre allí para asegurarse de que todo funcione sin problemas. Los estudiantes están obligados a participar en tres actividades FFA por semestre y para participar en un proyecto supervisado Agricultura también se llama un proyecto de SAE. Proyecto SAE del estudiante permitirá la aplicación activa de la ciencia basada en los principios de "aprender haciendo" medio ambiente. El proyecto SAE también se documenta y registran en el Libro de registro oficial de la FFA. SAE proyectos pueden ser tan grandes y pequeños como el estudiante se sienta cómodo mantenimiento. ¡Proyectos disponibles para el estudiante puede ser tan simple como comenzar un jardín en el hogar, creando un animal de feria, a trabajar en un negocio basado en la agricultura! ¡Los profesores de Agricultura ayudarán a los estudiantes a encontrar el proyecto adecuado para ellos y supervisarlos para que sean un éxito!

Los estudiantes que participan en experiencias de liderazgo oficial FFA están obligados a vestir el uniforme oficial de la FFA. El FFA de Los Molinos tiene varios uniformes de FFA que los estudiantes puedan pedir prestado. Los estudiantes no están obligados a comprar su propio uniforme, pero muchos estudiantes se compra una vez que han participado durante un par de semestres. El uniforme oficial de FFA consta pantalón negro para los niños, falda negro para las niñas, zapatos negros, camisa blanca, corbata o bufanda, y el funcionario FFA chaqueta azul. Cuando los estudiantes representan la FFA de Los Molinos, que llevan el uniforme con orgullo y respeto, ya que representan, ellos mismos, su escuela, sus profesores y sus familias.

Como parte de la FFA y como los estudiantes de la Escuela Secundaria Los Molinos, los estudiantes tendrán la oportunidad de explorar las opciones que tendrán cuando se gradúen de la escuela secundaria. ¡Presentadores del colegio de Shasta y la Universidad Estatal de Chico, visitará la escuela y hablar con ellos acerca de asistir a la universidad! ¡También tendremos invitados hablar acerca de las oportunidades en las industrias de la agricultura!
Nos complace que el estudiante haya decidido convertirse en una parte de la FFA. Siempre estamos aquí para responder a cualquier pregunta o preocupación que usted pueda tener. No dude en contactar con nosotros en los Molinos de secundaria y se puede hablar por teléfono o programar una junta. ¡Queremos ver a su estudiante a tener éxito tanto como lo hace! Gracias por su tiempo y esperamos conocerle pronto.

Respetuosamente,

_Senora Baxter_

Señora Baxter, Teacher/Advisor  
Los Molinos High School  
7900 Sherwood Boulevard  
Los Molinos, CA 96055  
Phone: (530) 834-7900 Ex: 1303

_Senor Stevens_

Señor Stevens, Teacher/Advisor  
Los Molinos High School  
7900 Sherwood Boulevard  
Los Molinos, CA 96055  
Phone: (530) 834-7900 Ex: 1316
Los Molinos FFA Program Objectives

1. Classroom
   - Create an awareness of the critical role that agriculture plays on a manifold of levels; including local, state, national and international stages
   - Engage students in hands on agricultural activities that foster individual student interests in agriculture
   - Expose students to a multitude of agricultural career opportunities
   - Implement Career Technical Education to train students for targeted agricultural occupations
   - Uncover the complex, highly scientific, and technological aspects of today's progressive agriculture industry
   - Increase attention to higher education opportunities in agriculture, including scholarship and internship availability
   - Produce young adults who can communicate the importance of sustainable agriculture to the general public, regardless of their intended career choice

2. FFA
   - Make a positive difference in the lives of students by promoting their potential for premier leadership, personal growth and career success through agriculture education (FFA Mission Statement)
   - Develop effective communicators through participation in public speaking events
   - Amplify critical thinking skills through participation in career development events
   - Promote self-worth, confidence and governance through FFA leadership roles
   - Instill pride in home and community through service projects
   - Encourage involvement in agricultural production through project competition and proficiency applications
   - Develop character by educating students regarding behavior, conduct and manners in professional settings and otherwise
   - Establish a historical appreciation for progressive agriculture and advocate for agriculture in the future

3. SAE
   - Apply science based principles through experiential learning relating to agriculture
   - Provide students with guidance in choosing an SAE from the following areas:
     - Entrepreneurship
     - Placement
     - Research and Experimentation
     - Exploratory
2011-2012 Los Molinos FFA Program Goals

1. Enhance rigor of agriculture course selections to meet growing demands for students pursuing higher education at the UC/CSU level
   - Submit Plant Science, Agriculture Science and Animal Science for UC/CSU approval
   - Expand the depth of career pathways through the addition of courses such as Agricultural Leadership and Work Experience Internships
   - Continue discussion to amend the three year testable science rule to include leeway for UC/CSU or dual enrollment agriculture course options
   - Expand Dual Enrollment opportunities to include Butte College participation

2. Promote a positive public image of the Los Molinos FFA
   - Continue the FFA update insert for monthly school board meetings
   - Increase involvement with local media; through monthly publications submitted to KHSL radio, Red Bluff Daily News and/or channel 12/24
   - Provide more community service opportunities to the members
   - Design and construct a town sign in cooperation with the Kiwanis Club
   - Enhance the LMHS FFA website to increase student draw
   - Continue Participation in the 4-H Officer Leadership Night
   - Sponsor the Pee Wee Showmanship Buckle for a possible future FFA member
   - Participate in the sectional/regional Project Competition using advanced multimedia presentations
   - Continue the design and distribution of Tehama District Fair Show Team Shirts

3. Boost members pride in Los Molinos FFA
   - Continue to heighten enthusiasm of members by providing new, fun, and exciting activities; including the 2011-2012 debut of Glow in the Dark Dodge Ball and Farm Olympics
   - Provide members with opportunities to showcase their skills
   - Create Officer Team shirts to wear at Camp Tehama
   - Create FFA sweatshirts to sell as a winter/spring promotion
2011-2012 Los Molinos FFA Program Goals - Continued

4. Increase effectiveness of chapter meetings and activities
   ▪ Publicize meetings and activities to all members through the use of posters, daily
     school bulletins, and announcements in each agriculture class
   ▪ Distribute speaker cards well in advance, prior to chapter meetings
   ▪ Involve new members through nominations to speak about events at monthly
     meetings
   ▪ Expand leadership opportunities through participation in sectional and regional
     activities
   ▪ Create a “Chapter Meeting Evaluation” form to distribute after chapter meetings to
     promote member feedback

5. Improve recruitment and retention strategies
   ▪ Increase the junior and senior enrollment in agriculture classes by expanding and
     promoting the Job Interview contest
   ▪ Continue to expand outreach to feeder schools through activities such as the TCAC
     Floral Design Community Outreach Field Trip and the 8th Grade Career Day booth
   ▪ Redraft the Graduate Follow-Up Survey to include more detail for program improvement
   ▪ Continue the Cash for Corduroy fundraiser to allow 9th grade freshman to earn their
     FFA Jacket through participation in the Chapter Creed Contest
   ▪ Conduct intra-district leadership outreach to Vina Elementary and Los Molinos
     Elementary lead by the FFA Officers
The following outline is for those students who would like to attend a two/four year college directly after high school. Following these guidelines will allow a student to have a broad understanding of the agriculture industry and be able to enter into a two/four year college or university majoring in agriculture. The following student pacing guide is based on a 7 period day.

### College Prep “A-G” → Agriculture Curriculum Plan

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Classes</td>
<td>Agriculture Biology</td>
<td>Agriculture Science or Ag Mech.</td>
<td>Any Ag Class if prerequisite is met, see list below</td>
<td>Any Ag Class if prerequisite is met, see list below</td>
</tr>
<tr>
<td>Math/Fine Art</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Drawing, Dance, Art History or Floral Design</td>
</tr>
<tr>
<td>Science/Foreign Language</td>
<td>Spanish I</td>
<td>Spanish II</td>
<td>Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>English</td>
<td>Advanced English 9</td>
<td>Advanced English 10</td>
<td>Advance English 11</td>
<td>Advanced English 12</td>
</tr>
<tr>
<td>Social Science</td>
<td>Driver's Ed./Computer Applications</td>
<td>World History Culture &amp; Geography</td>
<td>U.S. History</td>
<td>American Government/Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PE/Health</td>
<td>PE</td>
<td>Dance</td>
<td>Elective Class</td>
</tr>
<tr>
<td>Elective</td>
<td>Additional Ag Class or Elective</td>
<td>Additional Ag Class or Elective</td>
<td>Additional Ag Class or Elective</td>
<td>Additional Ag Class or Elective</td>
</tr>
</tbody>
</table>

*Freshmen entering high school that are reading below grade level are required to take reading lab during their first year in high school.*

### LMHS AGRICULTURE EDUCATION CAREER PATHWAYS

<table>
<thead>
<tr>
<th>Horticulture/Plant Science</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Ag Biology</td>
<td>Ag Science and/or Plant Science</td>
<td>*Plant Science and/or Floral Design</td>
<td>**Floral Design and/or Ag. Leadership</td>
<td></td>
</tr>
<tr>
<td>Agriculture Mechanics</td>
<td>**Ag Biology</td>
<td>Introduction to Woodshop/Farm Shop</td>
<td>ROP Agriculture Mechanics</td>
<td>ROP Metal Fabrication</td>
</tr>
<tr>
<td>Animal Science</td>
<td>**Ag Biology</td>
<td>Integrated Ag Science</td>
<td>ROP Animal Science</td>
<td>Directed Work Experience: ANSC and/or Ag. Leadership</td>
</tr>
</tbody>
</table>

*Meets UC/CSU A-G requirements, * Receives Shasta College Credits through Dual Enrollment

Los Molinos High School Graduation Requirements:

- 230 Total Credits Needed to Graduate
- 170 Credits – Required Courses
- 60 Credits – Elective Coursework
The following outline is for those students who want to graduate from high school with a strong background in agriculture and have a strong educational base to continue their education at a community college. Following these guidelines, will allow a student to have a high understanding of the agriculture industry and develop competent agriculture skills. The following student pacing guide is based on a 7 period day.

**High School Graduation ➔ Community College ➔ Work Force**

**Agriculture Curriculum Plan**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture Classes</strong></td>
<td>Choose from Career Pathway Below</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Agriculture Biology</td>
<td>Earth Science</td>
<td>Physics</td>
<td>Elective or Astronomy</td>
</tr>
<tr>
<td><strong>Foreign Language or Fine Arts</strong></td>
<td>Spanish I</td>
<td>Drawing</td>
<td>Art History</td>
<td>Dance</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Pre Algebra or Algebra I</td>
<td>Algebra I or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Driver's Ed./Computer Applications</td>
<td>World History Culture &amp; Geography</td>
<td>U.S. History</td>
<td>American Government/ Economics</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>PE/Health</td>
<td>PE</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

In addition to these courses, a student must take 5 semesters of other electives to fulfill the graduation requirements.

*Freshmen entering high school that are reading below grade level are required to take reading lab during their first year in high school.*

**LMHS AGRICULTURE EDUCATION CAREER PATHWAYS**

<table>
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<tr>
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<td><strong>Ag Biology</strong></td>
<td><strong>Plant Science and/or Floral Design</strong></td>
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*Meets UC/CSU A-G requirements, * Receives Shasta College Credits through Dual Enrollment

Los Molinos High School Graduation Requirements: 230 Total Credits Needed to Graduate 170 Credits – Required Courses 60 Credits – Elective Coursework
Course Descriptions

Agriculture Biology:

Agriculture Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Students will be involved in “hands-on” agriculture activities and projects. Participation in FFA & SAE activities is an integral part of this course. This course satisfies the lab science graduation requirement and meets “a-g” UC/CSU approval.

Agriculture Science:

Agriculture Science focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised Agricultural Experience (SAE) programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.
Plant Science:

Plant Science offers hands-on experience in many areas of horticulture. Students learn basic horticultural plant structures and functions, propagation methods, growing media and fertilizers, landscaping, pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. Students examine horticultural tree, shrub, vine, and ground cover varieties, cultivars and native species of horticultural use. Common and specific names as well as pertinent facts on each species are correlated to field identification. The study of plant diseases, their causes, nature and control, as well as pathogen biology are examined. Units in this course will also cover turf grass management, weed science and irrigation systems. The development of leadership and employability skills are emphasized throughout this course. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a member of the FFA. An approved Supervised Agricultural Experience Project is a requirement for this course. Record Books are maintained based on this project. Plant Science is a Shasta College Dual Enrollment course.

Floral Design:

The Art and History of Floral Design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care and handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include the customer consultations, pricing, and use of technology in the industry. Course instruction also includes topics such as construction
of corsages and floral arrangements, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. In addition, the inter-curricular FFA & SAE program supports and enhances the materials covered in the classroom. This course satisfies the Visual Preforming Arts graduation requirement and meets "a-g" UC/CSU approval.

**ROP Animal Science:**

In the Animal Science Career Pathway, students study large, small, and specialty animals. Students explore the necessary elements such as diet, genetics, habitat, and behavior to create humane, ecologically and economically sustainable animal production systems. The career pathway includes anatomy and physiology, nutrition, reproduction, genetics, health, welfare animal production, technology and management including a unit on humane slaughtering and processing of major livestock species for distribution and consumption.

**ROP Metal Fabrication:**

This course is designed to prepare students for occupations in welding as form cutters, tack welders, welder assemblers, welder helpers, combination welders, arc welders and production line welders. The content includes use of blue prints and shop drawings, use of gases and/or welding processes; and brazing parts according to the diagrams, blueprints, or written specification. During this course, students will improve their skills in oxyacetylene welding and cutting, brazing, arc welding, stick Metal Arc Welding (SMAW), Metal Inert Gas Welding (MIG), Flux Core arc welding, and Tungsten Inert Gas Welding (TIG). The program also includes training in applied communications and employability skills including leadership (FFA, SAE), human relations, and safe efficient work practices.
Introduction to Woodshop:

This course is designed to prepare students in the wood industry and related fields. The students gain valuable skills in lumber selection, grades of lumber and quantity of lumber for a given task. They are exposed to a variety of hand tools as well as all of the power machines that are common to any wood shop. Students learn how to measure and mark wood for cutting and drilling procedures for project completion. Each student will learn how to create a budget and a bill of materials for any project they undertake in the shop. Every student will be able to identify the different types of joints used in the process of completing the project. Safety is a major unit taught in all shop classes and each student will be instructed in shop procedure and basic medical applications in the case of any injury. Every student will begin with constructing simple wood projects and as their skills improve create more detailed and advanced projects.

ROP Agriculture Mechanics:

This course is designed to prepare students for occupations in welding as form cutters, tack welders, welder assemblers, welder helpers, combination welders, arc welders and production line welders. The content includes use of gases and/or welding processes and brazing parts according to the diagrams, blueprints, or written specifications. During this course students will improve their skills in oxyacetylene welding and cutting, brazing, arc welding, stick metal arc welding (SMAW) Metal Inert Gas (MIG), Flux core arc welding, and Tungsten Inert Gas welding (TIG). The program also includes training in applied communication and employability skills including leadership (FFA, SAE), human relations, and safe efficient work practices. Students leave this course with a basic understanding of the welding industry and the skills to work in the welding field.
Agriculture Leadership:

Agriculture Leadership is an elective course intended for junior and senior level students. The Ag Leadership course helps students acquire a broad understanding of a variety of leadership aspects, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study agriculture issues, agricultural careers, agricultural technologies, oral and written communication and public speaking. Curriculum caters to students pursuing postsecondary education, work force or trade schools. Students are required to attend a minimum of 4 leadership events on the Curriculum Pacing Outline (Syllabus, pg. 2), including required events marked with a *.

Supervised Agricultural Experience (Incorporated in all classes.):

California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This is primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).
FFA (Incorporated in all classes):

FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 3 FFA activity credits per semester.
INTRODUCTION:
The purpose of this outline is to acquaint you with the opportunities offered by the Los Molinos High School Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interests. To participate fully in the agriculture program, students must be actively engaged in all three aspects: classroom activities, FFA and the SAE program.

FFA:
This intra-curricular, national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM (SAEP):
Otherwise known as “projects”, students engage themselves in an activity related to their individualized agriculture program. They keep records on the transactions related to the project in an official record book. It also provides them the opportunity for personal recognition, skill development and career preparation.

COURSES OFFERED & ENTERPRISE ADVISORS:
Ms. Baxter
Agriculture Biology
Agriculture Science I
Plant Science/Horticulture
Floral Design
Agriculture Leadership
Cross Age Tutoring
Swine Enterprises
Dairy Enterprises
Goat Enterprises

Mr. Stevens
ROP Animal Science
Introduction to Woodshop/
Introduction to Farmshop
ROP Metal Fabrication
ROP Agriculture Mechanics
Sheep Enterprises
Beef Enterprises
Poultry Enterprises
Goat Enterprises

EDUCATIONAL RESOURCES:
Microscopes
Career Research
Laboratory Exercises
Guest Speakers
Leadership Conferences
Student Projects
Field Trips
Greenhouse
Lath House
Farm Facility
Wood Shop
Metal Shop
Field Days & Contests
Monthly FFA Mtgs.
Computer Technology
CAREER DEVELOPMENT EVENTS:
Agricultural Issues Forum
Agricultural Mechanics
Agricultural Pest Control
Agricultural Sales
Agricultural Welding
Agriscience Fair
Agronomy
Best Informed
Greenhand
Citrus Judging
Computer Applications
Cotton
Creed
Dairy Cattle Judging
Extemporaneous Public
Speaking
Farm Business
Management
Farm Power & Machinery
Farm Record Book
Floriculture
Forestry
Fruit Tree Judging
Fruit Tree Pruning
Grapevine Judging
Grapevine Pruning
Job Interview
Land Judging
Light Horse Judging
Livestock Judging
Marketing
Marketing Plan
Meat Judging
Milk Quality & Dairy
Foods
Natural Resources
Nursery/Landscape
Parliamentary Procedure & Debate
Poultry Judging
Prepared Public Speaking
Scrapbook
Small Engines
Specialty Animal Judging
Vegetable Crop Judging

LEADERSHIP DEVELOPMENT PLAN:
Greenhand Conference (9th)
Made for Excellence Conference (10th)
Advanced Leadership Academy (11th)
Sacramento Leadership Experience (12th)
State Leadership Conference (9th-12th)
National FFA Conference (10th-Graduate)

FAIRS AND SHOWS:
Tehama District Fair
California Breed Shows
California State Fair
Great Western Livestock Expo

FIRST YEAR ACTIVITIES:
Greenhand Conference
Opening & Closing Ceremonies Contest
Best Informed Greenhand Contest
Creed Speaking Contest
Salvation Army Community Service
Tri-Tip Drive Thru Fundraiser
Firewood Fundraiser
8th Grade Career Day Presentation
Kindergarten Spring Ag Day
Spring Awards Banquet
Point of Awards

OUR DEPARTMENT CAN ASSIST IN PROVIDING:
Part-time Employment or Experience
Employment
Recommendations: College or Workforce Financing: Scholarships and Enterprise Loans
Involvement in School, Community, Local, State, and National Activities
Transportation to Contests and Events
Enterprise Sources and Supervision

FINAL THOUGHT: The above outline is only a brief sketch of the opportunities available to the student. The student, with the support of family, can take advantage of these opportunities.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>STARTING</th>
<th>ENDING</th>
<th>STUDENTS</th>
<th>ADVISER</th>
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<td>10/19/11</td>
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# LOS MOLINOS HIGH SCHOOL

## AGRICULTURE DEPARTMENT

**Presented for Approval: August 2011**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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## SEMESTER II

### 2011 - 2012 SCHOOL YEAR

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# FFA Monthly Meeting Schedule

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<th>TIME</th>
<th>THEME</th>
<th>CHAIRMAN</th>
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<tbody>
<tr>
<td>August</td>
<td>11th</td>
<td>1:30pm</td>
<td>Freshman Fiesta</td>
<td>All Officers</td>
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<tr>
<td>September</td>
<td>8th</td>
<td>5:30pm</td>
<td>Taco Bus Mtg.</td>
<td>All Officers</td>
</tr>
<tr>
<td>October</td>
<td>19th</td>
<td>5:30pm</td>
<td>Farm Olympics</td>
<td>Bridget Cosio</td>
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<tr>
<td>November</td>
<td>30th</td>
<td>5:30pm</td>
<td>Turkey Bowl</td>
<td>Ryan Mekech</td>
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<tr>
<td>December</td>
<td>16th</td>
<td>Rewards Period</td>
<td>Greenhand Initiation</td>
<td>Alondra Ocampo</td>
</tr>
<tr>
<td>January</td>
<td>10th</td>
<td>5:30pm</td>
<td>Newly Weds Game</td>
<td>Lianne Bertolucci</td>
</tr>
<tr>
<td>February</td>
<td>14th</td>
<td>5:30pm</td>
<td>The Dating Game</td>
<td>Adrian Garcia</td>
</tr>
<tr>
<td>March</td>
<td>27th</td>
<td>5:30pm</td>
<td>Glow in the Dark Dodge Ball</td>
<td>Ramiro Castellon</td>
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<tr>
<td>May</td>
<td>1st</td>
<td>2:00pm</td>
<td>Officer Elections</td>
<td>Shirlyn Robley</td>
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<td>May</td>
<td>18th</td>
<td>6:00pm</td>
<td>FFA Awards Banquet</td>
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<td>6:00pm</td>
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# FFA Fundraiser Schedule

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<td>3:15pm</td>
<td>Tri-Tip Drive Thru Ticket Sales</td>
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<td>Tri-Tip Drive Thru</td>
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<td>December</td>
<td>12-Jan 6th</td>
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<td>Firewood Ticket Sales</td>
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<tr>
<td>January</td>
<td>10th</td>
<td>5:30pm</td>
<td>Draw 4 Firewood Winners</td>
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<tr>
<td>Sept.-June</td>
<td>All</td>
<td>Break</td>
<td>Cookie Sales</td>
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INTRODUCTION TO THE FFA

The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Indianapolis, Indiana and the California Association holds its annual conference at the Fresno Convention Center each April.

This 2008-2009 Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Los Molinos High School.

THE FFA MOTTO:

Learning to Do
Doing to Learn
Earning to Live
Living to Serve
MISSION AND STRATEGIES

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

To accomplish this mission, FFA:

- Develops competent and assertive agricultural leaders.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experienced programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes a healthy lifestyle.
- Encourages excellence in scholarship.

THE AGRICULTURAL EDUCATION MISSION

The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
FFA CODE OF ETHICS

FFA members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. As an FFA member, I pledge to:

1. Develop my potential for premier leadership, personal growth, and career success.
2. Make a positive difference in the lives of others.
3. Dress neatly and appropriately for the occasion.
4. Respect the rights of others and their property.
5. Be courteous, honest and fair with others.
6. Communicate in an appropriate, purposeful, and positive manner.
7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.
8. Make myself aware of FFA programs and activities and be an active participant.
9. Conduct and value a supervised agricultural program.
10. Strive to establish and enhance my skill through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.

FFA OFFICIAL DRESS

The uniform worn by FFA members at local, state, and national functions is called official dress. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.
PROPER USE OF THE FFA JACKET

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The back of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The front of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
FFA EMBLEM

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The owl is symbolic of wisdom and knowledge.

The plow is the symbol of labor and tillage of the soil.

The rising sun is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The cross section of an ear of corn represents common agricultural interests since corn in native to America and grown in every state.

The eagle is indicative of the national scope of the organization.
FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturalists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so – for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.
FFA DEGREES

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

GREENHAND FFA DEGREE
To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:
1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and the bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

CHAPTER FFA DEGREE
To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:
1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least $150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA awards program.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.
STATE FFA DEGREE
To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:
1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law.
   b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.

AMERICAN FFA DEGREE
To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:
1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.
PROFICIENCY AWARD AREAS

Agricultural Communications
Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as websites, aimed at communicating about agriculture.

Agricultural Mechanics Design and Fabrication
Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation, and/or air conditioning in agricultural settings.

Agricultural Mechanics Repair and Maintenance
Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

Agricultural Mechanics Energy Systems (Agricultural Power)
Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Processing
Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. Note: the processing of forest products is no longer a part of this proficiency area.

Agriculture Sales Entrepreneurship/Placement
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom bailing, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.
PROFICIENCY AWARD AREAS - Continued

Beef Production Entrepreneurship/Placement
Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production Entrepreneurship/Placement
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture Entrepreneurship/Placement
Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

Diversified Livestock Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal, small animal production or poultry.

Emerging Agricultural Technology
Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

Environmental Sciences and Natural Resources Management
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

LMHS
PROFICIENCY AWARD AREAS – Continued

Equine Science Entrepreneurship/Placement
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Fiber Crop Production
Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, caster beans, sunflower, peanuts, dill, spearmint and safflower.

Food Science and Technology
Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

Forage Production
Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

Forest Management and Products
Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices a thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experience with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood ships/mulch.

Grain Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management
Typically involves experiences of planting and maintaining plants and shrubs landscaping and outdoor beautification, installing sprinklers and improving recreational areas.
PROFICIENCY AWARD AREAS – Continued

Nursery Operations
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production Entrepreneurship/Placement
Involves the use of the best management practices to produce and market efficiently fruit crops such as stone, pome, and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, mayhaws and pears. Stone fruits include peaches, nectarines, plums, apricots, and cherries.)

Poultry Production
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting service.

Specialty Animal Production Entrepreneurship/Placement
Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

Specialty Crop Production
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.
PROFICIENCY AWARD AREAS – Continued

Swine Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management
Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship/Placement
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitats for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.
CALIFORNIA FFA LEADERSHIP MAP

GREENHAND CONFERENCE (9th Grade)
FFA Organization, Agricultural Career Awareness, Individual Personal Plan

MADE FOR EXCELLENCE (10th/11th Grade)
Self-Esteem Building, Internal Motivation, Positive Attitude, Self Improvement, Time Management

CHAPTER OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Officer Skills, Meeting Activities, Speaking, Team Management

SECTIONAL OFFICER LEADERSHIP CONFERENCE
Coordinated by Regional and State Officers, Organizing Meetings, Mixers & Eye Openers, Making Presentation

ADVANCED LEADERSHIP ACADEMY (11th/12th Grade)
Verbal Communication, Interviewing, Presentation Techniques, Key Messages

STATE LEADERSHIP CONFERENCE
Exercising Democratic Principles, Developing a Committee Report, Award Recognition, Group Interaction

REGIONAL OFFICER LEADERSHIP CONFERENCE
Working with Others, Critical Thinking, Workshop Development, Team Building

NATIONAL CONVENTION
Group Interactions, Teamwork, Critical Thinking, Developing a National Perspective

SACRAMENTO LEADERSHIP EXPERIENCE (12th Grade)
Government Operations, Agricultural Industry, Organization, Management, Critical Thinking
CHAPTER OFFICER DUTIES

PRESIDENT: Shirlyn Robley

- Presides over meetings
- Helps appoint committees and serve on them when needed as ex-officio
- Coordinates the activities of the chapter and evaluate the process of the
  POA (Program of Activities)
- Represents the chapter at public and official functions
- Assists committee chairs with activities
- Presides over officer meetings and meets with advisors to set up and type
  agenda
- Creates and distributes speaker cards to members
- Creates Agenda for Monthly Meetings

VICE PRESIDENT: Bridget Cosio

- Assumes all duties of the president if necessary
- Develops the POA and serves as the ex-officio on committees
- Coordinates all committee work
- Works closely with the president and advisors to assess progress toward
  meeting chapter goals
- Submits school bulletin announcements

SECRETARY: Alondra Ocampo

- Prepares and presents the minutes of each chapter meeting
- Records minutes for each officer meeting and keep on file with the
  Associated Student Body
- Places all committee reports on file
- Is responsible for chapter correspondence
- (thank you letters and invitations)
- Maintains membership attendance records

TREASURER: Ryan Mekech

- Assists the advisors with recording and depositing FFA funds
- Presents up-to-date treasurer’s reports at each chapter meeting
- Collects money when required and serve as the chairperson to the
  fundraising committee
- Maintains financial records
- Corresponds with ASB Director about authorization of fundraiser dates
- Promotes innovative ideas to increase revenue at chapter fundraisers

LMHS
CHAPTER OFFICER DUTIES - Continued

REPORTER: Ramiro Catellon
- Works with local newspapers, radios, television, and service clubs information about chapter events/activities out to the community
- Writes articles for the New Horizon monthly and sends pictures
- Writes and submits news releases for chapter activities
- Serves as the chapter photographer
- Assists in writing monthly Bulldog Bite News Letters to be distributed to the Los Molinos Board of Trustees

SENTINEL: Adrian Garcia
- Assists the president in maintaining order during meetings
- Maintains the FFA paraphernalia and supplies for each meeting
- Welcomes members and guests at meetings and functions
- Reserves the meeting room and keeps it comfortable
- Takes charge of candidates for degree ceremonies
- Assists with special activities and refreshments
- Serves as the decorations committee chairman

HISTORIAN: Lianne Bertolucci
- Assists the president in maintaining order during meetings
- Welcomes members and guests at meetings and functions
- Reserves the meeting room and keep it comfortable
- Takes charge of candidates for degree ceremonies
- Assists with special activities and refreshments
- Compiles a Chapter Scrapbook for the Regional Competition
- Maintains the FFA Website under the direction of the Advisor
How to order your very own FFA Jacket

In just 10 easy steps!

Dear Parents & Guardians,

Students enrolled in high school agricultural classes have the opportunity to participate in the FFA. The FFA’s mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students have the opportunity to travel and participate in many conferences, field days and career development events.

Many FFA events encourage the official FFA dress code. Los Molinos FFA members have access to a Chapter set of jackets if they are unable to purchase their own. However, we encourage heavily involved members to invest in their own personalized jacket. Below is a list of steps that can help you in making this exciting purchase. Please feel free to contact me with any questions or concerns.

Best,
Ms. Baxter

Step 1: Have your son or daughter try on a chapter jacket at school and record their size in the box below. Note: These Instructions were last updated: September 11, 2011.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Size:</th>
</tr>
</thead>
</table>

Step 2: Go to www.ffa.org and click on the button.

Step 3: Click on Official Dress, then below that click Jackets.

Step 4: Select a Jacket.
(See Step #1)

If your size begins with a “100” it is a men’s jacket. If your size begins with a “103” it is a women’s jacket. Men’s jackets are longer and women’s are shorter. Taller students or student’s with longer torsos generally buy a men’s jacket.

(Be sure to choose a Standard Official Dress Jacket.)
Step 5: Choose a size from the drop down menu. (See Step #1)
(This will be the second set of numbers after 100 or 103.)

Step 6: Record the information below. Be cautious of spelling!

- Chapter Number: CA0140
- Advisor Name: Ms. Baxter
- Front Line 1 (Name): (optional)
- Student Name (First, Last): (optional)
- Front Line 2 (Chapter Office - Only one - optional): (optional)
- Front Line 3 (Year of office held - optional): (optional)
- Front Line 4: (optional)
- Back State Line 1: (required)
- Back Chapter Name Line 2: (required)
- Back Chapter Name Line 3 (if applicable): (optional)

**WARNING:**
Use correct spelling!

Step 7: Click on 1  
[ADD TO CART]

Step 8: Using the navigation tool bar at the top, click Ties/Scarves.

Step 9: Add any style tie (men) or any style scarf (women) to your shopping cart.

Step 10: Click on [CHECKOUT] and proceed to enter your shipping and billing information.

*Note: The remainder of the Official FFA Uniform can be purchased more affordably by shopping locally. Here are some suggestions...

**Ladies Official Dress**
- Nude Colored Nylons: Grocery Store $3-$6
- Knee Length Black Skirt: Ross, Good Will $4-$12
- White Collared Shirt (with top button): Kohls (men’s dept.) Ross, Good Will $5-$12
- Black, Close Toed, Dress Shoes: Ross, Good Will, Payless $6-$13

**Mens Official Dress**
- Black Socks: Wal Mart $3-$6
- Black Slacks: Ross, Good Will, Kohls $9-$20
- White Collared Shirt: Ross, Good Will, Kohls $9-$12
- Black Dress Shoes: Ross, Good Will, Payless $13-$20
RULES TO RAISE AND EXHIBIT A FAIR ANIMAL
PRIOR TO THE FAIR:

☐ I will maintain a 2.0 GPA to exhibit an animal at the fair.
☐ I will attend all announced special livestock species meetings to be eligible to show.
☐ I will write two buyers letters inviting at least 2 different buyers to the fair.
☐ I will keep my record book up to date and it will be current before I attend the fair. It will be up to date before I can receive payment for my animal.
☐ I will be enrolled in an agriculture course at LMHS.
☐ I will attend all mandatory Fair Ethics Meetings, including the one set by the Fair.
☐ I will own my hog/lamb at least 60 days or rabbit/poultry at least 30 days or steer at least 120 days prior to the Fair.
☐ I will attend 80% of the LMHS FFA Chapter Meetings.
☐ I understand that if I keep my animal at the school farm I am ultimately responsible for my pen, its cleanliness and maintenance, even if I have pen mates. It is up to me to coordinate our schedules and work together in a positive attitude.
☐ I will follow the ethical practices that I have been taught in class. I understand that only products, which are specifically made for animals, will be used on or in my animal.
☐ I will prepare my own pen with proper feeder, water and fencing, etc. or I will keep my animal at the school farm and abide by the school farm facility use requirements.
☐ I will fill out and turn in my fair entry form by the assigned day to my species advisor.

AT THE FAIR:

☐ I am part of a team at the fair! When I am not showing I will assist other exhibitors from my chapter in getting their animal to the ringside.
☐ I will wear the official FFA show uniform while exhibiting in the show ring, and I will dress appropriately and follow school dress code while at the fair.
☐ While at the fair I will not smoke/chew tobacco or consume alcohol.
☐ I am responsible for my own animal the entire fair including fitting and showing.
☐ I will refrain from using vulgar or inappropriate language while at the fair.
☐ I will arrive at the fair no later then 6:30am and 4 pm to care and feed my animal daily.
☐ I will check in with my advisor when I arrive and before I leave daily.
☐ I agree to maintain the LMHS FFA displays by:
  ■ Cleaning, sweeping aisles, picking up manure & keeping bedding clean and neat
  ■ Ensuring animals do not get loose and that they have food and water
  ■ Maintaining all tools, equipment, and tack in their proper places
  ■ If I fail to complete any feeding or assigned barn duty, I realize it may result in a specified fine from the Fair Accountability Contract.
RULES TO RAISE AND EXHIBIT A FAIR ANIMAL - CONTINUED

AT THE FAIR - Continued:

☐ I will not stay overnight at the fair unless I have written permission from my parent/legal guardian, or the person from whom I have permission to stay with.

☐ I understand that if I fail to abide by these rules my parents will be contacted immediately and I will suffer some, or all of the following consequences:
  - Removal of my animal from auction
  - Removal of myself from Fair
  - Disqualification from LMHS FFA.
  - Referral from LMHS administration
  - Appropriate school discipline policy consequences

AFTER THE FAIR:

☐ If my animal does not sell at the Tehama District Fair I will remove it from the fair by Sunday at 5 PM and I will take responsibility for the animal. It is my responsibility to find my own buyer for the animal. If the animal is kept at the school farm, I will remove it by September 30th and I will feed and care for it until it is removed from the farm.

☐ I agree that if my animal does not sell at the fair and I return the animal to the farm. If I do not take care of the animal properly and on a daily basis, I will give up my ownership and it can be removed and sold at anytime. Any amount of money owed to the school will be deducted from the total sale price and any remaining money will go to the LMHS FFA scholarship fund.

☐ BEFORE I AM ELIGIBLE TO RECEIVE MY FAIR CHECK:
  - I will write a thank you letter to each person who buys my animal, sponsors an award I receive, or gives me a price support. I will deliver the thank you letters to Ms. Baxter in a stamped, addressed, **unsealed** envelope by the set date so that Ms. Baxter can deliver them to the fair office.
  - I will have Ms. Baxter or Mr. Stevens check off my Record Book to verify that it is current and accurate.
  - I will submit my feed/shavings bill to Ms. Baxter (pay to the order of Los Molinos High School) **before** I am able to receive my fair check.
  - **NOTE:** If I am unable to pay my feed bill prior to receiving my fair check, I can write a check to be held, in order to release my fair check, to allow sufficient time for my fair check to be deposited; therefore covering the cost of my initial feed bill payment.
  - I will not interrupt Mr. Stevens or Ms. Baxter while they are teaching class to discuss my fair check. I will discuss my questions with them before school, after school or during lunch/break.

☐ I have read and agree to ALL of the following statements. I understand that failure to complete this form will result in an inability to exhibit livestock at any fair under LMHS FFA.

STUDENT SIGNATURE: ___________________________ PARENT SIGNATURE: ___________________________ DATE: ___________________________
FAIR ACCOUNTABILITY POLICY

Tardy & Attendance:

**Tardy:** 15 to 30 minutes late to morning or evening feeding or barn duty.
- 1\textsuperscript{st}: $5.00 fine (paid to LMHS FFA.)
- 2\textsuperscript{nd}: $10.00 fine (paid to LMHS FFA.)
- 3\textsuperscript{rd}: $15.00 fine (paid to LMHS FFA.)

**Absence:** 31 minutes or more late to morning or evening feeding or barn duty.
- 1\textsuperscript{st}: $15 fine.
- 2\textsuperscript{nd}: $25 fine and call home to parent(s).

Notes:
1. This contract was reviewed by fair parent(s) and student exhibitors on:

2. Barn advisors will take role.
3. Swine Barn: 6:30AM and 4:00PM (Ms. Baxter)
4. Sheep & Beef Barn: 7:30AM and 4:00PM (Mr. Stevens)
5. *Feeding time is subject to change with prior notice from the advisor.*
6. It will be your responsibility to check in **ON TIME** with the barn advisor.
7. To eliminate fines, students must give barn advisor *prior notification of tardiness or absence* and *find their own coverage.*
8. Fines must be paid to Room 205 at the time the students feed bill is paid. This money will be used towards scholarships and other recognition awards for fair participants.

I UNDERSTAND AND AGREE TO ADHERE TO ALL OF THE ABOVE POLICIES AS REVIEWED BY THE LOS MOLINOS FFA MEMBERS AND GUARDIANS AT THE ABOVE MENTIONED MEETING.

<table>
<thead>
<tr>
<th>Print Student Name:</th>
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<tbody>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Parent Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Parent Contact Phone Number:</td>
<td></td>
</tr>
</tbody>
</table>
J. PITTER FARM FACILITY
TERMS OF USE AGREEMENT

THIS AGREEMENT IS VALID FROM __________ TO __________. Due __________.

I ________________________________, agree to pay a $15.00 fee for each head of livestock to be kept at Los Molinos High School Farm. This agreement is for a maximum of 100 days.

I also agree to feed and water my project at least twice a day, and keep the pen clean each day. This also includes weekends and holidays. I agree to respect and care for all facilities and equipment on the school farm. I will not harm, damage, or hurt any equipment or other animals on the school farm. I agree to treat my animal properly, following all ethical guidelines set by the Advisors and the Tehama District Fair Board. I understand that even though I may share a pen with other students, I am responsible for my own project. I also know that the welfare of an animal always comes first.

I understand that any violation of the above agreement or any apparent mistreatment of the animal will constitute a warning being issued. With any three warnings on the same project, I Bill Stevens and/or Bonnie Baxter, Advisors, have the right to remove the animal from the farm and sell it at the auction of my choice without any further notice. If this occurs, I will subtract any fees owed and give you the remaining money, however much it may be.

It is also understood that under this agreement shall save and hold free and harmless to the school district, its Board, the individual members thereof, and all district employees or agents from any loss, damage, liability cost, or expense that may arise during the term of this agreement.

Do you plan on using a FFA project loan? Yes/No

__________  ________________  ________________
Bill Stevens, Advisor        Bonnie Baxter, Advisor        Date

__________  ________________
Student Signature        Date

__________  ________________
Parent or Legal Guardian Signature        Date

Home Telephone Number                Work Telephone Number
(____) _______  _______                      (____) _______  _______
**MARKET GOAT ENTERPRISE**

**ESTIMATED EXPENSES:**
- Cost of Goat: $200.00
- Feed: $75.00
- Fair Entry Fee: $5.00
- Veterinary: $5.00
- Insurance: $17.00

**TOTAL ESTIMATED EXPENSES**
$307.00

**ESTIMATED RECEIPTS:**
- Sale of Main Product:
  - 80 lb. Meat Goat at $4.00/lb.

**TOTAL ESTIMATED RECEIPTS**
$320.00

**RECEIPTS MINUS EXPENSES**
- TOTAL ESTIMATED RECEIPTS $320.00
- TOTAL ESTIMATED EXPENSES $307.00

**ESTIMATED NET INCOME**
$13.00

_Estimated receipts may vary due to market prices and the exhibitor's dedication and enthusiasm to finding a profitable buyer!_
LIVESTOCK PROJECT BUDGET
*Based on 2009 price estimates.

MARKET HOG ENTERPRISE

<table>
<thead>
<tr>
<th>ESTIMATED EXPENSES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Hog</td>
<td>$250.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$150.00</td>
</tr>
<tr>
<td>*Show cane</td>
<td>$10.00</td>
</tr>
<tr>
<td>*Soft Nylon Brush</td>
<td>$4.00</td>
</tr>
<tr>
<td>*Small Spray Bottle</td>
<td>$2.00</td>
</tr>
<tr>
<td>*Talcum Powder</td>
<td>$2.00</td>
</tr>
<tr>
<td>Fair Entry Fee</td>
<td>$5.00</td>
</tr>
<tr>
<td>Veterinary (shots &amp; wormer)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Insurance (required)</td>
<td>$17.00</td>
</tr>
</tbody>
</table>

*Optional

**TOTAL ESTIMATED EXPENSES** $445.00

<table>
<thead>
<tr>
<th>ESTIMATED RECEIPTS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Main Product:</td>
<td></td>
</tr>
<tr>
<td>250 lb. Market Hog at $2/lb.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL ESTIMATED RECEIPTS** $500.00

<table>
<thead>
<tr>
<th>RECEIPTS MINUS EXPENSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL ESTIMATED RECEIPTS $500.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL ESTIMATED EXPENSES $445.00</td>
<td></td>
</tr>
</tbody>
</table>

**ESTIMATED NET INCOME** $55.00

Estimated receipts may vary due to market prices and the exhibitor’s dedication and enthusiasm to finding a profitable buyer!
LIVESTOCK PROJECT BUDGET
*Based on 2008 price estimates.

MARKET LAMB ENTERPRISE

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$250.00</td>
</tr>
<tr>
<td>Feed (grain &amp; hay)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Halter</td>
<td>$12.00</td>
</tr>
<tr>
<td>Feed Pan</td>
<td>$ 7.00</td>
</tr>
<tr>
<td>Straw (bedding-home &amp; fair)</td>
<td>$ 15.00</td>
</tr>
<tr>
<td>Veterinary (shots &amp; wormer)</td>
<td>$ 10.00</td>
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<tr>
<td>Insurance</td>
<td>$ 14.00</td>
</tr>
</tbody>
</table>

TOTAL ESTIMATED EXPENSES $458.00

ESTIMATED RECEIPTS:
Sale of Main Product:
130 lb. Market Lamb at $4/lb.

TOTAL ESTIMATED RECEIPTS $520.00

RECEIPTS MINUS EXPENSES
TOTAL ESTIMATED RECEIPTS $520.00
TOTAL ESTIMATED EXPENSES $458.00

ESTIMATED NET INCOME $62.00

Estimated receipts may vary due to market prices and the exhibitor’s dedication and enthusiasm to finding a profitable buyer!
# LIVESTOCK PROJECT BUDGET
*Based on 2008 price estimates.*

## MARKET STEER ENTERPRISE

<table>
<thead>
<tr>
<th>ESTIMATED EXPENSES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$800.00</td>
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<tr>
<td>Equipment</td>
<td>$50.00</td>
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<tr>
<td>Veterinary</td>
<td>$20.00</td>
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**TOTAL ESTIMATED EXPENSES**

$2,070.00

<table>
<thead>
<tr>
<th>ESTIMATED RECEIPTS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Main Product:</td>
<td></td>
</tr>
<tr>
<td>1300 lb. steer at $2/lb.</td>
<td>$2,600.00</td>
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</table>

**TOTAL ESTIMATED RECEIPTS**

$2,600.00

<table>
<thead>
<tr>
<th>RECEIPTS MINUS EXPENSES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>TOTAL ESTIMATED RECEIPTS</td>
<td>$2,600.00</td>
</tr>
<tr>
<td>TOTAL ESTIMATED EXPENSES</td>
<td>$2,070.00</td>
</tr>
</tbody>
</table>

**ESTIMATED NET INCOME**

$530.00

*Estimated receipts may vary due to market prices and the exhibitor’s dedication and enthusiasm to finding a profitable buyer!*
LIVESTOCK PROJECT BUDGET
*Based on 2008 price estimates.

MEAT PEN - POULTRY ENTERPRISE

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th>Per Bird</th>
<th>10 Birds</th>
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<tbody>
<tr>
<td>Cost of Animal</td>
<td>$1.25</td>
<td>$12.50</td>
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<tr>
<td>Feed</td>
<td>$2.60</td>
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<td>Equipment</td>
<td>$0.20</td>
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<tr>
<td>Entry Fee (per class)</td>
<td>$5.00</td>
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<tr>
<td>Waters (per class)</td>
<td>$0.12</td>
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<td>Feeders</td>
<td>$0.08</td>
<td>$0.80</td>
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TOTAL ESTIMATED EXPENSES $47.50

ESTIMATED RECEIPTS:
Sale of Main Product

TOTAL ESTIMATED RECEIPTS $150.00

RECEIPTS MINUS EXPENSES
TOTAL ESTIMATED RECEIPTS $150.00
TOTAL ESTIMATED EXPENSES $25.50

ESTIMATED NET INCOME $102.50

Estimated receipts may vary due to market prices and the exhibitor’s dedication and enthusiasm to finding a profitable buyer!
<table>
<thead>
<tr>
<th>Years</th>
<th>Name</th>
<th>Years</th>
<th>Name</th>
<th>Years</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Merton McFall</td>
<td>1984-1985</td>
<td>Kellie McNeil</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Robert Tracy</td>
<td></td>
<td>Candi Wade</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Jesse Wilson</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Edward Wade</td>
<td></td>
<td>Shaun Pendo</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Teresa Pendo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1957-1958</td>
<td>Burton Bundy</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Steven E. Berens</td>
<td></td>
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<tr>
<td>1960-1961</td>
<td>Franklin Anderson</td>
<td></td>
<td>M. Dale McFall</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Jodi Pitter</td>
<td></td>
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<tr>
<td>1970-1971</td>
<td>Murl McDonald</td>
<td></td>
<td></td>
<td></td>
<td>Kenny Brewer</td>
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<tr>
<td>1971-1972</td>
<td>Mike Brewer</td>
<td></td>
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<td>Paty Ocampo</td>
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<tr>
<td>1975-1976</td>
<td>Jake Thompson</td>
<td></td>
<td></td>
<td></td>
<td>Ashley Points</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dakota Wade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Becky Bianchi</td>
<td></td>
<td>Bryer Whetstone</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Jocelyn Brown</td>
<td></td>
<td>Francis Ocampo</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Graham Wagenfuhr</td>
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<tr>
<td>1981-1982</td>
<td>Mark Garstang</td>
<td></td>
<td></td>
<td></td>
<td>Kirstin Wagenfuhr</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lilia Langarica</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Linzy Irlie</td>
</tr>
<tr>
<td>2000-2001</td>
<td>Trisha Andersen</td>
<td></td>
<td></td>
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<td>Michael Kling</td>
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<tr>
<td></td>
<td>Laura McMartin</td>
<td></td>
<td></td>
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<td>Niki Quirke</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ryan Perez</td>
</tr>
<tr>
<td>2001-2002</td>
<td>Stephanie Vanek</td>
<td></td>
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<tr>
<td>2002-2003</td>
<td>Amy Roenspie</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-2005</td>
<td>Wesley Palmer</td>
<td></td>
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</tbody>
</table>

LMHS
Los Molinos High School Agriculture Department Policy: **Student Eligibility**

Reviewed: 2/15/07, 9/16/10, Revised: 6/30/11 by the Los Molinos Unified School District Board of Trustees.

Eligibility for Co-Curricular Activities:

1.1. In order for a student to be eligible for co-curricular activities requiring that they miss class, a student must contain a GPA of 2.0 at each progress report and semester with no “F” in a grading period.

1.1.1. A student who does not meet the criteria in 1.1 may apply to the principal for probation, if they meet at least one of the following criteria:

1.1.1.1. A 2.0 GPA with no more than one “F”

1.1.1.2. A 1.75 with NO “F’s”

1.1.2. A student may be granted no more than one probationary period during their four years of high school. Transfer students will be given one probation opportunity also.

1.1.2.1. One probationary period is allowed for both extra-curricular and co-curricular activities.

1.1.3. The principal will notify the advisor in writing when a student is on probation. Summer school credits shall be counted toward making up scholastic deficiencies incurred in the grading period - the semester immediately preceding Summer School classes failed shall not impair an athlete’s scholastic eligibility achieved in the semester immediately preceding...”) Summer school classes may be taken to make up second semester deficiencies and will be calculated under the following guidelines:

1.1.4. If a summer school class is to be used to replace a grade, it must be in the same subject area, for example - Algebra 1 replaces Algebra 1 (classes will then average for the GPA)

1.1.5. If a summer school class is to improve a semester GPA then that class is averaged with the 5 others

1.1.6. If the number of credits for the class or classes taken is different than the regular day school credits, than an adjustment will be made prior to computing the GPA.

1.2. An student must be in school all day on co-curricular activity days in order to compete that day

1.2.1. A documented medical appointment is an exception to 1.2

1.2.2. A school sponsored activity is an exception to 1.2

1.2.3. Other absences, if arranged in advance and approved by the principal, may be exceptions to 1.2

1.3. “Participation” in co-curricular activities as affected by eligibility is defined as activities which cause the student to be absent from their regular classes. Attending meetings or activities before school, at lunch, or after school is allowed.
Los Molinos High School Agriculture Department Policy:

Integration of Leadership Development

FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by 10% through participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 3 FFA Activities per semester.

Los Molinos High School Agriculture Department Policy:

Integration of SAE

California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).
RULES TO RAISE AND EXHIBIT A FAIR ANIMAL

PRIOR TO THE FAIR:

☐ I will maintain a 2.0 GPA to exhibit an animal at the fair.
☐ I will attend all announced special livestock species meetings to be eligible to show.
☐ I will write two buyers letters inviting at least 2 different buyers to the fair.
☐ I will keep my record book up to date and it will be current before I attend the fair. It will be up to date before I can receive payment for my animal.
☐ I will be enrolled in an agriculture course at LMHS.
☐ I will attend all mandatory Fair Ethics Meetings, including the one set by the Fair.
☐ I will own my hog/lamb at least 60 days or rabbit/poultry at least 30 days or steer at least 120 days prior to the Fair.
☐ I will attend 80% of the LMHS FFA Chapter Meetings.
☐ I understand that if I keep my animal at the school farm I am ultimately responsible for my pen, its cleanliness and maintenance, even if I have pen mates. It is up to me to coordinate our schedules and work together in a positive attitude.
☐ I will follow the ethical practices that I have been taught in class. I understand that only products, which are specifically made for animals, will be used on or in my animal.
☐ I will prepare my own pen with proper feeder, water and fencing, etc. or I will keep my animal at the school farm and abide by the school farm facility use requirements.
☐ If I am raising a pig, I will fill out and turn in my fair entry form by the assigned day to Ms. Baxter.

AT THE FAIR:

☐ I am part of a team at the fair! When I am not showing I will assist other exhibitors from my chapter in getting their animal to the ringside.
☐ I will wear the official FFA show uniform while exhibiting in the show ring, and I will dress appropriately and follow school dress code while at the fair.
☐ While at the fair I will not smoke/chew tobacco or consume alcohol.
☐ I am responsible for my own animal the entire fair including fitting and showing.
☐ I will refrain from using vulgar or inappropriate language while at the fair.
☐ I will arrive at the fair no later than 6:30am and 4pm to care and feed my animal daily.
☐ I will check in with my advisor when I arrive and before I leave daily.
☐ I agree to maintain the LMHS FFA displays by:
  - Cleaning, sweeping aisles, picking up manure & keeping bedding clean and neat
  - Ensuring animals do not get loose and that they have food and water
  - Maintaining all tools, equipment, and tack in their proper places
  - If I fail to complete any feeding or assigned barn duty, I realize it may result in a specified fine from the Fair Accountability Contract.
RULES TO RAISE AND EXHIBIT A FAIR ANIMAL - CONTINUED

AT THE FAIR - Continued:

☐ I will not stay overnight at the fair unless I have written permission from my parent/legal guardian, or the person from whom I have permission to stay with.

☐ I understand that if I fail to abide by these rules my parents will be contacted immediately and I will suffer some, or all of the following consequences:
  - Removal of my animal from auction
  - Removal of myself from Fair
  - Disqualification from LMHS FFA.
  - Referral from LMHS administration
  - Appropriate school discipline policy consequences

AFTER THE FAIR:

☐ If my animal does not sell at the Tehama District Fair I will remove it from the fair by Sunday at 5 PM and I will take responsibility for the animal. It is my responsibility to find my own buyer for the animal. If the animal is kept at the school farm, I will remove it by September 30th and I will feed and care for it until it is removed from the farm.

☐ I agree that if my animal does not sell at the fair and I return the animal to the farm. If I do not take care of the animal properly and on a daily basis, I will give up my ownership and it can be removed and sold at anytime. Any amount of money owed to the school will be deducted from the total sale price and any remaining money will go to the LMHS FFA scholarship fund.

BEFORE I AM ELIGIBLE TO RECEIVE MY FAIR CHECK:

☐ I will write a thank you letter to each person who buys my animal, sponsors an award I receive, or gives me a price support. I will deliver the thank you letters to Ms. McKee in a stamped, addressed, unsealed envelope by the set date so that Ms. Baxter can deliver them to the fair office.

☐ I will have Ms. McKee or Mr. Stevens check off my Record Book to verify that it is current and accurate.

☐ I will submit my feed/shavings bill to Ms. McKee (pay to the order of Los Molinos High School) before I am able to receive my fair check.

NOTE: If I am unable to pay my feed bill prior to receiving my fair check, I can write a check to be held, in order to release my fair check, to allow sufficient time for my fair check to be deposited; therefore covering the cost of my initial feed bill payment.

☐ I will not interrupt Mr. Stevens or Ms. Baxter while they are teaching class to discuss my fair check. I will discuss my questions with them before school, after school or during lunch/break.

☐ I have read and agree to ALL of the following statements. I understand that failure to complete this form will result in an inability to exhibit livestock at any fair under LMHS FFA.

STUDENT SIGNATURE: ___________________________  PARENT SIGNATURE: ___________________________  DATE: ___________________________
FAIR ACCOUNTABILITY POLICY

Tardy & Attendance:

**Tardy:** 15 to 30 minutes late to morning or evening feeding or barn duty.
- 1<sup>st</sup>: $5.00 fine (paid to LMHS FFA.)
- 2<sup>nd</sup>: $10.00 fine (paid to LMHS FFA.)
- 3<sup>rd</sup>: $15.00 fine (paid to LMHS FFA.)

**Absence:** 31 minutes or more late to morning or evening feeding or barn duty.
- 1<sup>st</sup>: $15 fine.
- 2<sup>nd</sup>: $25 fine and call home to parent(s).

Notes:
1. This contract was reviewed by fair parent(s) and student exhibitors on:

2. Barn advisors will take role.
3. Swine Barn: 6:30AM and 4:00PM (Ms. Baxter)
4. Sheep & Beef Barn: 7:30AM and 4:00PM (Mr. Stevens)
5. Feeding time is subject to change with prior notice from the advisor.
6. It will be your responsibility to check in ON TIME with the barn advisor.
7. To eliminate fines, students must give barn advisor prior notification of tardiness or absence and find their own coverage.
8. Fines must be paid to Room 205 at the time the students feed bill is paid. This money will be used towards scholarships and other recognition awards for fair participants.

I UNDERSTAND AND AGREE TO ADHERE TO ALL OF THE ABOVE POLICIES AS REVIEWED BY THE LOS MOLINOS FFA MEMBERS AND GUARDIANS AT THE ABOVE MENTIONED MEETING.

<table>
<thead>
<tr>
<th>Print Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Signature:                                                               Date:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Signature:                                                               Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Parent Contact Phone Number:
J. Pitt Farm Facility
Terms of Use Agreement

This agreement is valid from ____________ to ____________.
Due ________________.

I __________________________________, agree to pay a $15.00 fee for each
head of hog/sheep to be kept at Los Molinos High School Farm. This agreement is for a
maximum of 100 days.

I also agree to feed and water my project at least twice a day, and keep the pen clean
each day. This also includes weekends and holidays. I agree to respect and care for all
facilities and equipment on the school farm. I will not harm, damage, or hurt any equipment
or other animals on the school farm. I agree to treat my animal properly, following all ethical
guidelines set by the Advisors and the Tehama District Fair Board. I understand that even
though I may share a pen with other students, I am responsible for my own project. I also
know that the welfare of an animal always comes first.

I understand that any violation of the above agreement or any apparent mistreatment
of the animal will constitute a warning being issued. With any three warnings on the same
project, I William Stevens and/or Bonnie McKee, Advisors, have the right to remove the
animal from the farm and sell it at the auction of my choice without any further notice. If this
occurs, I will subtract any fees owed and give you the remaining money, however much it may
be.

It is also understood that under this agreement shall save and hold free and harmless
to the school district, it's Board, the individual members thereof, and all district employees or
agents from any loss, damage, liability cost, or expense that may arise during the term of this
agreement.

Do you plan on using a FFA project loan? Yes/No

William Stevens, Advisor ______________________ Bonnie Baxter, Advisor ______________________ Date ______________________

Student Signature ______________________ Date ______________________

Parent or Legal Guardian Signature ______________________ Date ______________________

Home Telephone Number ______________________ Work Telephone Number ______________________

(_____) ___________ ___________ (_____) ___________ ___________
Proficiency Standards for Program Completers
Agriculture Department

PROGRAM COMPLETION STANDARDS

To be considered a "Program Completer" a student must meet or exceed the following expectations set forth by the Agriculture Department.

1) Agriculture Course Enrollment:
   a) Have been an enrolled in an Agriculture course for at least four years prior to graduation (one or more schools is acceptable).

2) State FFA Degree Recipient:
   a) Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at our above the ninth grade level, which includes an SAE.
   b) Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
   c) Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
   d) Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent. GPA: 2.5 or higher.
   e) Participated in the planning and implementation of the chapter's Program of Activities.
   f) Participated in at least five different FFA activities above the chapter level.
   g) Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

3) Meet or Exceed Agriculture Program Competency Levels
Agriculture Program Competency Levels

has followed courses of study and practice in Agriculture and has attained the following competency levels in the following areas:

✓ (n/a) not applicable
✓ (1) does not meet basic standards
✓ (2) basic
✓ (3) good
✓ (4) excellent

**ANIMAL SCIENCE**
- Basic Animal Science
- Farm Animal Anatomy and Physiology
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef & Dairy Cattle
- Swine
- Sheep
- Livestock Evaluation and Selection
- Poultry

**HORTICULTURE**
- Basic Plant Science
- Plant Taxonomy
- Species Identification
- Propagation Methods
- Disease & Pests
- Nursery Management
- Soils & Fertilizers
- Irrigation and Drainage

**AGRICULTURE BUSINESS & TECHNOLOGY**
- Agricultural Production Records
- Agricultural Production Products
- Marketing Agricultural Products
- Financing Agricultural Production
- Public Speaking & Communication
- Computers & Technology

**FLORAL DESIGN**
- Wiring & Taping Techniques
- Cut Flower & Foliage Handling
- Wedding, Holiday or Themed
- Retail Arrangement Construction
- Boutonniere & Corsage Construction
- Floral Design Judging
- Flower Identification
- House Plant Identification

**AGRICULTURE MECHANICS**
- Shop Safety
- Measurement
- Oxyacetylene Welding
- Cutting & Brazing
- SMAW
- MIG & TIG
- Woodworking
- Equipment Use

Certifying Instructor: ____________________

Date: ____________________

Total Score: ____________________
## R2 Teacher Information
**Los Molinos HS, Los Molinos**  
**Year: 2011**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Total Years Teaching</th>
<th>Teaching Ag.</th>
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### Baxter, Bonnie

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<td>The Art &amp; History of Floral Design</td>
<td>19</td>
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Printed: 10/4/2011 7:03:23 AM

https://calaged.csuchico.edu/R2/Scripts/Teacher/Print_courses.asp  
10/4/2011
# R2 Teacher Information
**Los Molinos HS, Los Molinos**
**Year: 2010**

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<th>First Name</th>
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<tr>
<td>McKee</td>
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### McKee, Bonnie

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### Stevens, William

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<tbody>
<tr>
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<td>Introduction to Woodshop</td>
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Printed: 8/7/2011 12:57:27 PM
STATE OF CALIFORNIA
COMMISSION ON TEACHER CREDENTIALING

By virtue of the authority vested in the Commission on Teacher Credentialing by the sovereign State of California and in recognition of full preparation for service in California public schools,

BONNIE SUE MCKEE

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and honors appertaining thereto on this seventh day of February, in the year two thousand eight.

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing
State of California
Commission on Teacher Credentialing

issues this document to
BONNIE S. MCKEE

DOCUMENT NUMBER: 080044649
DOCUMENT TITLE: Clear Specialist Instruction Credential (Agriculture)

SUBJECT(S) AND AUTHORIZATION(S):
Agriculture
(R3A1) This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

RENEWAL CODE(S):
(R20) To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date. The renewal period is five years.
(R15P) The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Specific information pertaining to credential renewal requirements may be obtained under Credential Renewal Statements and Requirements at www.ctc.ca.gov

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

**************************************************************************NO FURTHER ENTRIES**************************************************************************
State of California
Commission on Teacher Credentialing
issues this document to

BONNIE S. MCKEE

DOCUMENT NUMBER: 080044650
VALID: 02/07/2008 to 03/01/2013
DOCUMENT TITLE: Preliminary Single Subject Teaching Credential

SUBJECT(S) AND AUTHORIZATION(S):
Agriculture
(R11S) This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.
(R142) This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

RENEWAL CODE(S):
(R141) This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

Specific information pertaining to credential renewal requirements may be obtained under
Credential Renewal Statements and Requirements at www.ctc.ca.gov

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

*NO FURTHER ENTRIES*
California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 06/25/2011. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NCNE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: STEVENS, WILLIAM ERNEST

Document Title: Clear Full Time Designated Subjects Career Technical Education Teaching Credential

Document Number: 090027051

Authorization Code(s): R4T

This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below and in classes organized primarily for adults, in career technical instruction courses.

Renewal Code(s): R20

To renew this credential, the holder needs to submit only an application and fee to the Commission or earlier than 12 months before the expiration date. The renewal period is five years.

Issuance Date: 08/19/2008

Expiration Date: 09/01/2013

Date of Original Issuance: 08/19/2008

Authorized Subject(s): Agriculture and Natural Resources

County of Employment: TEHAMA

Recommending Institution/Agency: BUTTE COUNTY (LEA)

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By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

WILLIAM ERNEST STEVENS

is hereby awarded a

Clear Designated Subjects Vocational Education Teaching Credential: Full Time

AUTHORIZED SUBJECT(S):
Agriculture Production
AGRICULTURE DEPARTMENT
ADVISORY COMMITTEE ROSTER

CHAIR:
Patrick Andersen (530) 518-7474
Owner, Andersen & Sons Shelling
P.O. Box 100
Vina, CA 96092

COMMITTEE:
Mike Andersen (530) 839-8963
Owner, Andersen & Sons Shelling
P.O. Box 93
Vina, CA 96092

Robert Boyes (530) 945-2372
Orchard Manager, Pacific Farms
19039 Newman Road
Red Bluff, CA 96080

John Pitter (530) 893-2404
Agriculture Teacher, Retired
5380 Leninnger Road
Vina, CA 96092

Carlos Diaz (661) 343-7740
Agriculture Teacher, Las Plumas H.S.
2380 Las Plumas Avenue
Oroville, CA 95966

Jake Thompson (530) 839-9812
Los Molinos Unified School District
27825 Reed Orchard Lane
Vina, CA 96092
Agricultural Advisory Committee Meeting
January 6, 2011 Minutes

Date: January 6, 2011
Place: Room 205
Time: 5:00 pm

Committee Members Present:
Patrick Andersen
Mike Andersen
Robert Boyes
Carlos Diaz
Jake Thompson

Guests Present:
Francis Ocampo, FFA President
Rachelle Yates, Student Teacher

Advisors Present:
Bonnie Baxter & Bill Stevens

Committee Members Absent:
John Pitter

The meeting was called to order by chairperson, Patrick Andersen at 5:04p.m., January 6, 2011, in room 205 at Los Molinos High School. Members were welcomed and necessary introductions were made. A Tri-Tip dinner was served to attendants.

Bill Stevens reviewed old business, beginning with highlights from the 2010 Tehama District Fair. Sheep, beef, swine and poultry updates were given.

Francis Ocampo, FFA President, continued with old business, explaining the status of CDE participation and notable student success. Francis informed the committee of the advances she has seen in the department in her past four years as a student in the Ag Department.

Bonnie Baxter finished old business with a report on community involvement. Industry field trips, community service and fundraiser reports were given.


Bill Stevens gave a report on ROP and the Agriculture Mechanics program. It was moved and seconded to incorporate facility updates in the areas of safety and technology to the Five Year Facility and Equipment Acquisition Schedule; specifically to enhance curriculum using the CAD program.

Bill Stevens gave a report on the Butte College, Arc Exposure event.

Open discussion then began to brainstorm ideas for enhancing industry connections and support. The following contacts were given: Dave Wilson-Zagger Genetics (Modesto), Bayer Crop Science Research Facility, Sunfield Seeds (Woodland), Mark Mullin-Wilber Ellis, Mark Pierce-North Valley Ag.

The next meeting was scheduled pending weather conditions and harvest schedules.

The meeting was adjourned at 6:15pm by chairperson Patrick Andersen.

Respectfully Submitted,
Bonnie S. Baxter
LOS MOLINOS HIGH SCHOOL
AGRICULTURE DEPARTMENT – Advisory Committee Meeting

Date: August 2, 2010

Meeting called to order at: 4:00 p.m.

Items discussed:
1. Old Business:
   a. Livestock Exhibitor/ 60 Day Weigh In
      i. Update/Participation
      ii. Insurance Submission
      iii. Jr. Livestock Auction & Buyers Letters
      iv. Community Support

2. New Business:
   a. Industry Outreach
      i. Pacific Farms (November 2010)
      ii. Schaugers Dairy (November 2010)
      iii. Andersen & Son Shelling (January 2011)
      iv. Three Sister’s Dairy (April 2011)
      v. Blue Diamond Almond (April 2011)
     vi. Burchell Nurseries (April 2011)
   b. Fundraisers
      i. Firewood Fundraiser (December 2010)
      ii. Tri-Tip Drive Thru (March 2011)
   c. Horticulture Facility Improvements
      i. Greenhouse Improvements – B. McKee
      ii. Plant Sales – B. McKee
   d. Summer Goals & Objectives – B. McKee
      i. Calendar of Activities to D.O. by July 1st
      ii. Meeting for 10-11 Transportation Requests
      iii. Floral Design VPA Approval
      iv. Dual Enrollment & Articulation Agenda
      v. Fair Booth – B. Stevens

Motion to Adjourn: 5:15
LOS MOLINOS HIGH SCHOOL
AGRICULTURE DEPARTMENT – Advisory Committee Meeting

Date: May 24, 2010

Meeting called to order at: 6:00 p.m.

Items discussed:

1. Old Business:
   a. State FFA Conference
   b. State FFA Finalists
   c. Spring Fundraisers

2. New Business:
   a. Tehama District Fair Exhibitor Forecast
   b. Plant Science Course Objectives & Industry Needs
      i. Dual Enrollment & Articulation
   c. Agriculture Incentive Grant Revisions
      i. Job Market Description
      ii. Total Program Goals & Objectives
      iii. Target Occupations
      iv. Current Year Budget
      v. Active Placement

3. Committee Report:
   a. Additions to Advisory Committee
   b. Advisory Committee Functions
      i. See Attached

Motion to Adjourn: 6:40 p.m.
# Los Molinos High School Agriculture Department

## Agriculture Incentive Grant Expenditure Forecast

### 2011-2012

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<th>Month</th>
<th>Expense</th>
<th>Category</th>
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**TOTAL:** $16,913.00


**Los Molinos FFA/ASB Account**  
**Estimated Budget Forecast - 2011-2012**

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<td>Point of Awards Gifts/Trip</td>
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<td><strong>Total Expenses:</strong></td>
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<th>Receipts:</th>
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**Ending Balance:**  
$3,012.00

Submitted to ASB, September 2011 with Constitution
Dual Enrollment Program
Request for High School Course Approval

Course Information
Academic Year: 2011 - 2012
Is this a NEW course request? Yes No □
High School & District: LOS MOLINOS UNIFIED SCHOOL DISTRICT, LOS MOLINOS HIGH SCHOOL
Shasta College Course Requested (Name & Number): AGPS 20, PLANT SCIENCE
Day(s) course is to be taught: M-F Hours: TBA Room: 205
Course Beginning & Ending Dates: 08/17/11 - 01/06/2012 Expected enrollment: 20
Semester: F/S (Note: Shasta College course can coincide with high school calendar)
High School Equivalent Course (Name & Number): PLANT SCIENCE/HORTICULTURE

Instructor Information
Please print the following High School District teacher information:
- Name: DONALD BAXTER
- Does the teacher meet minimum qualifications in the subject area? Yes □ No ___
Please reference the Minimum Qualifications for Faculty and Administrators in California Community Colleges
Would you like this to be a permanent course offering at your school? Yes □ No ___ Maybe ___
Textbook to be used: SUNSET WESTERN GARDEN BOOK & HARTMANS PLANT SCIENCE
Author: K.N. BREAZEL Year: _____ Edition: ______ TH

Please attach syllabus/course outline and course description.

*High School Approvals:

*Requesting Teacher □ 05/23/11 Date

*District Department Chair □ 05/23/11 Date

*Principal □ 5/23/11 Date

*Superintendent or Authorized Agent □ Date

Shasta College Use Only
□ Approve □Deny □

Division Dean Date

Comments:

Dean EWD Date

*After site signatures are obtained by High School District, submit form to Shasta College EWD for final processing. Revised 1/2011
Dual Enrollment Program
Request for High School Course Approval

Course Information

Academic Year 2011-2012

Is this a NEW course request? Yes ___ No ___

High School & District: LOS MOLINOS HIGH SCHOOL, LOS MOLINOS UNIFIED SCHOOL DISTRICT

Shasta College Course Requested (Name & Number): AGEH 34 ___ 44

Day(s) course is to be taught: M-F ___ Hours: TBA ___ Room: 205 ___

Course Beginning & Ending Dates: 08/17/11 - 06/08/12 ___ Expected enrollment: 20 ___

Semester: F/S ___ (Note: Shasta College course can coincide with high school calendar)

High School Equivalent Course (Name & Number): THE ART AND HISTORY OF FLORAL DESIGN

Instructor Information

Please print the following High School District teacher information:

- Name: Bonnie Baxter

- Does the teacher meet minimum qualifications in the subject area? Yes ___ No ___

Please reference the Minimum Qualifications for Faculty and Administrators in California Community Colleges

Would you like this to be a permanent course offering at your school? Yes ___ No ___ Maybe ___

Textbook to be used: THE ART OF FLORAL DESIGN

Author: Norah T. Hunter ___ Year: ___ Edition: 2nd ___

Please attach syllabus/course outline and course description.

Shasta College Use Only

□ Approve □ Deny ___

Division Dean ___ Date ___

Comments:

Dean EWD ___ Date ___

*After site signatures are obtained by High School District, submit form to Shasta College EWD for final processing. Revised 1/2011
SHASTA COLLEGE
NATURAL RESOURCES INDUSTRY AND PUBLIC SAFETY DIVISION
CLASSROOM/WORKSITE OBSERVATION REPORT

Member Observed: Bonnie McKee
Observer: Missey Dunaetz
Class/Worksite Observed: Floral Design
Length of Observation: 1 Hour
Observation Date: Thurs 17 March 2011
Scheduled Time for Activity: 1028-1128am
Announced: X Unannounced

Observations:
Bonnie started by talking with student about the future ag classes he should take. Students gathered their packets/books/materials; Bonnie asked them to get settled and to not smash the flowers that were on their desks. Students started on their warm-ups. Bonnie wandered around checking on each and then wrote the assignment on the board and gave verbal instructions. She showed a powerpoint slide of a corn plant and students described parts of the plant. She praised one table of students “This table is amazing!” and then told the next table “you’re not bad either!” Bonnie announced to the class the results of the previous day’s FFA competitions/awards and said congratulations to two of the members who rec’d their State Farmer degrees. Bonnie then asked students to identify plant species from a slide show. Students quickly identified the many plants that they had learned so far this year. She advised what was needed in their warmup drafts and then thanked the students for being good for the substitute teacher. The maintenance man walked in/out. Bonnie then put the wristlet corsage slide show instructions on the screen and asked individual students questions which they responded to. Michaela asked a question and Bonnie answered and suggested she use filler not focal. Leann asked about flush and Bonnie replied that stub would work better for the glue to stick. She reviewed the materials and class gave answers. She reminded them about cleaning up their own messes and that they would need to take pictures of their corsages for their portfolios. “GO” and students started getting their floral materials. Each student has their own tool box and flowers were in buckets spread around the room. Bonnie turned on the music for students to listen while they worked and then wandered around the room helping, suggesting and showing how to make the corsages. All students were on task and working. The student teacher was helping a special needs student. Ronnie asked if students were done with the orchids so she could return them to the cooler. Maintenance men walked in/out. She interacted with a student who wasn’t happy with their corsage and helped her figure out how to make it better. She gave a 10-minute warning and urged students to pace themselves accordingly. Bonnie then took her clipboard/gradesheet and began taking notes on each students corsage. She helped another student analyze why he didn’t like his floral design. She continued walking around grading and helping students. She took each students picture with their corsage for their portfolio. Students cleaned up their areas.

Conclusions/Suggestions:
Bonnie is doing an excellent job of sharing her passion for floral design with the students. She integrates the modern technology of the powerpoint/big screen with her lecture and then gives students plenty of hands-on project time. She helps the students to figure out answers on their own, challenging them to think. Bonnie was very organized, had all the materials ready and was very familiar with the curriculum and information that she was teaching. She has great classroom management skills and even with continual interruptions from maintenance men walking in/out, Bonnie remained patient and on-task. Bonnie has a great rapport with the students and they are very responsive to her. Overall Bonnie is doing an awesome job with the Floral Design class and the only suggestion that I have is to spend just a moment or two “starting” and “ending” the class.

Faculty Member’s Comments:
WONDER = CIRCULATE 🤣

This observation report and any attachments have been read and discussed by those signed below:

[Signature]
Date: 03-21-11

Observers Signature/Title
Date
<table>
<thead>
<tr>
<th>Observation or Example</th>
<th>Instructional Expectations</th>
<th>Instructor Performance</th>
<th>Evaluation</th>
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<td>Meets or Exceeds</td>
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<td>Divisional Expert</td>
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<td>Instructional Needs</td>
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<td>Meets or Exceeds</td>
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1. Worksite, Job Performance

Missy Dunneiz

Evaluator

3. 17 March 2011

School Year: 2010-11

Center: Los Molinos High School

PART-TIME EVALUATION SUMMARY REPORT

SHAVER COLLEGE

APPENDIX E
just as enthusiastic about the class as Bonie. The students all were
sharing ideas with the students. The students all were
Bonie is very passionate about her students and
wants them to succeed. Bonie is also very patient and
helps her students with their projects. Bonie is a great teacher and
her students love her. Bonie is very organized and
keeps her students on task. Bonie is also very firm in
her grading and her students respect her. Bonie
grades each student's project as they were
completed.

A. Teaching-Ideas, Needs, and Promises in
Student Work/Needs.

B. Demonstrations Relevant for Students' Rights and
Responsibilities.

C. Faculty member presents material with
enthusiasm and interest.

D. Faculty member communicates clearly
and effectively.

E. Faculty member encourages student
to participate.

F. Faculty member meets methods and
materials challenging to the student.

G. Faculty member uses methods and
materials appropriate to the subject matter.

H. Faculty member identifies, monitors,
and monitors the student's progress.

I. Faculty member suggests and
participates in the student's
progress.

J. Faculty member encourages students
accept a level of learning.

K. Faculty member answers questions to an
acceptable level for them.

L. Faculty member follows up with
students to ensure they understand
the material.

M. Faculty member provides feedback on
students' work.

N. Faculty member provides examples of
how to apply the material.

O. Faculty member provides opportunities for
students to practice what they have learned.

P. Faculty member provides materials that
are accessible to all students.

Q. Faculty member provides materials in
different formats to accommodate
students with different learning
disabilities.

R. Faculty member provides opportunities
for students to work in groups.

S. Faculty member provides opportunities
for students to work independently.

T. Faculty member provides opportunities
for students to work in pairs.

U. Faculty member provides opportunities for
students to work in small groups.

V. Faculty member provides opportunities for
students to work in large groups.

W. Faculty member provides opportunities
for students to work in teams.

X. Faculty member provides opportunities
for students to work in individual
spaces.

Y. Faculty member provides opportunities
for students to work in shared
spaces.

Z. Faculty member provides opportunities
for students to work in virtual
environments.

aa. Faculty member provides opportunities
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environments.

bb. Faculty member provides opportunities
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environments.

cc. Faculty member provides opportunities
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**Faculty Member's Signature:**

**Evaluator's Signature:**

**Faculty Member's Comments:**

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<td>Most every class session</td>
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<td>TOTAL responses for this question</td>
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</tbody>
</table>
**Student Opinion of Teaching Results, Spring 2011**
**Instructor: McKee, Bonnie**

<table>
<thead>
<tr>
<th>Q8. The instructor returns exams and assigned work in a reasonable time:</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>20</td>
<td>80.0</td>
</tr>
<tr>
<td>Usually</td>
<td>5</td>
<td>20.0</td>
</tr>
<tr>
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<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
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<table>
<thead>
<tr>
<th>Q9. The instructor includes helpful comments on returned assignments:</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Always</td>
<td>18</td>
<td>72.0</td>
</tr>
<tr>
<td>Usually</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>4.0</td>
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<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Q10. Outside of class, the instructor is:</th>
<th>Number of Students</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>No response</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Available always</td>
<td>18</td>
<td>72.0</td>
</tr>
<tr>
<td>Available during office hrs only</td>
<td>3</td>
<td>12.0</td>
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<tr>
<td>Have not tried to meet outside of class</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
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<tr>
<th>Q11. With consideration to characteristics of diversity, the instructor is:</th>
<th>Number of Students</th>
<th>Percent</th>
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<tbody>
<tr>
<td>No response</td>
<td>1</td>
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<tr>
<td>Open-minded, sensitive to all students</td>
<td>20</td>
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<tr>
<td>Usually sensitive to most students</td>
<td>3</td>
<td>12.0</td>
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<tr>
<td>Occasionally insensitive to students</td>
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<td>4.0</td>
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<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
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<table>
<thead>
<tr>
<th>Q12. Overall, this instructor will:</th>
<th>Number of Students</th>
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<tr>
<td>No response</td>
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<td>4.0</td>
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<tr>
<td>Strongly be recommended</td>
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<td>84.0</td>
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<tr>
<td>Probably be recommended</td>
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<tr>
<td>Might be recommended</td>
<td>1</td>
<td>4.0</td>
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<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
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</tbody>
</table>

**TOTAL STUDENT RESPONDENTS**                                           **25**              **100.0**
What do you consider this instructor's strengths?
- Projecting her voice well, teaching at the right pace, helping, uses visuals, hands on projects.
- Ms. M has many strengths. She is a well-organized person and tries hard to always have something fun prepared for us while still learning something new.
- The teacher's strengths is her way of teaching because it is interesting and educational.
- She's very nice, friendly, not racist. She knows how to make a class super fun!
- She is fully and makes class fun and easy to comprehend.
- Ms. M has many strengths, she knows what she is talking about, she is very organized, she is very kind to every one and she dedicates a lot of her own time to students.
- She knows a lot about plants and the Hort business, she is very patient with students, she is really nice and sweet 😊 She can be serious but also very funny.
- She is an all around great teacher. She is more fun hands off stuff.
- She is super organized and always prepared to do something. She makes learning something like florist design fun and enjoyable.
- This constructor strength's seems to be when we listen we can learn.
- Description on how to do things.
- Organization skills and in depth explanations.
- Well organized and explanations.
- I think that her strengths are in floral & animal or science incorporated classes.
- Knowing how to explain things. She knows how to keep us focus because her way of instructing is interesting.
- Well prepared, organized, communicates well with students, and makes time to help those students in need.
- Organized, Knowledgable, kind, helpful, professional, communicates, very well with students.
- I believe she is very good at teaching us the things we need to know.
- To get the students interest in what we're learning/explanations.
- She is very orginized. She gets along well with her students and she's amazing.

What specific improvements could this instructor make?
- I can't think of any.
- None, She is truthfully the second best science teacher I have ever had, Mr. M is #1.
- I honestly don't think that she has any improvements to make.
- Sometimes when she talks, she starts slurring her words, so maybe speak slower.
- I think she is great and doesn’t need to improve.
- Every now and then she gets stressed and uptight because of her heavy workload.
- None this instructor is awesome!
- I would say nothing she is very organized an helpful even with things out of class She is a good teacher very patient and understanding.
- None that I can think of.
- N/A

Note: all written comments are typed exactly as they appear on the evaluations.
Graduate
Follow Up

19
Agriculture Department
GRADUATE FOLLOW-UP SURVEY

Name:________________________________________

Address:_____________________________________

Cell Phone:______________________ Home Phone:______________________

1. What are you doing at the present time?

   _____ Attending school
   ______ Full-time
   ______ Part-time

   _____ Working
   ______ Full-time
   ______ Part-time

   _____ In the military

   _____ Not working
   ______ Looking for work
   ______ Not looking for work

   _____ Homemaker

   _____ Other ________________________________

2. In what type of business or industry are you employed?

__________________________________________________________________________

3. What is your job title or job description?

__________________________________________________________________________

4. Which statement best applies to your present occupation?

   _____ I am using most of the skills I learned in the ag program at LMHS.
   _____ I am using some of the skills I learned in the ag program at LMHS.
   _____ I am not using any of the skills I learned in the ag program at LMHS.

5. How many years were you enrolled in an Agriculture Class? ______

6. What ag classes did you take at LMHS?

   _____ Ag. Bio       _____ Floral Design       _____ Woodshop       _____ ROP Metals
   _____ Ag. Science   _____ Plant Science      _____ Metal Shop      _____ ROP Animal Sci.
7. What type of school are you currently attending?

- High school
- Trade/technical school
- 4-year college
- Private business school
- Adult education
- Other

6. What is your major course of study?

7. How would you rate the training received in the LMHS ag. program?

- Excellent
- Good
- Fair
- Poor

8. How do you rate the career guidance and counseling you received in the ag program?

- Excellent
- Good
- Fair
- Poor

**FFA Leadership & SAE Projects**

1. Please check the following areas you feel were valuable components of FFA.

- Being an FFA Officer or working on committees
- FFA Judging Teams & Career Development Events (Field Days)
- Public Speaking Contests
- Advanced degrees and proficiency awards
- Participation in chapter activities, working with others
- Community Service Activities
- Exhibiting Livestock; being a member of the Show Team, Fairs, etc.
- Other – please describe

2. What were the most valuable aspects of the SAE (supervised projects)?

- Learning skills related to future ag employment
- Development of responsibility
- Learning record keeping
- Other – please describe

3. Please rate the facilities and equipment used at LMHS for the ag program:

   (You may check more than one)

**Shop Facilities:**

- Overcrowded
- Adequate space provided
- Modern
- Out-of-date
- Unorganized

**Shop Equipment:**

- Modern
- Well-maintained
- Poorly maintained
- Adequate amount of equipment for all students in class
- Other – please describe

**Greenhouse Facilities:**

- Overcrowded
- Adequate space provided
- Modern
- Out-of-date
Floral Design Equipment:  
_____ Unorganized  
_____ Modern  
_____ Out-of-date  
_____ Well-maintained  
_____ Poorly maintained  
_____ Adequate amount of equipment for all students in class  
_____ Other-please describe  

4. How would you rate the overall quality of teaching in the LMHS Ag Mechanics program?  
_____ Excellent  
_____ Good  
_____ Fair  
_____ Poor  
_____ NA  

5. How would you rate the overall quality of teaching in the LMHS Plant Science/Floral Design program?  
_____ Excellent  
_____ Good  
_____ Fair  
_____ Poor  
_____ NA  

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE(supervised projects); teaching methods used; facilities/equipment.
Los Molinos High School Agriculture Department

GRADUATE FOLLOW-UP SURVEY RESULTS

The following indicates information gathered from Program Completers of the Los Molinos High School Agriculture Department.

Percent of
Students agree
with statement.

**Which statement best applies to the students present occupation (#4).**

- 110% I am using most of the skills I learned in the ag program at LMHS.
- 33% I am using some of the skills I learned in the ag program at LMHS.
- 50% I am not using any of the skills I learned in the ag program at LMHS.

**How the students rated the training & career guidance/counseling they received in the LMHS ag program (#7, #8).**

<table>
<thead>
<tr>
<th>Training</th>
<th>Career guidance/counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>33% Excellent</td>
<td>33% Excellent</td>
</tr>
<tr>
<td>20% Good</td>
<td>50% Good</td>
</tr>
<tr>
<td>0% Fair</td>
<td>110% Fair</td>
</tr>
<tr>
<td>0% Poor</td>
<td>0% Poor</td>
</tr>
</tbody>
</table>

**Which activities in the FFA program that the students thought were Valuable (#1).**

- 50% Being an FFA Officer or working on committees
- 84% FFA Judging Teams or Career Development Events (Field Days)
- 84% Public Speaking Contests
- 61% Advanced degree and proficiency awards
- 50% Participation in chapter activities, working with others
- 61% Community Service Activities
- 61% Exhibiting Livestock; being a member of the Show Team, Fairs, etc.
- 0% Other: Leadership Conferences, State Convention, Overall experience

**What were the most valuable aspects of the SAE (supervised projects) ranked by the past students (#2).**

- 84% Learning skills related to future ag employment
- 84% Development of responsibility
Learning record keeping
Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

**Past students rated the facilities and equipment used at LMHS for the ag program (#3).**

**Shop Facilities:**
- 67% Overcrowded
- 33% Modern
- 33% Unorganized
- 67% Adequate space provided
- 16% Out-of-date

**Shop Equipment:**
- 58% Modern
- 84% Well-maintained
- 16% Poorly maintained
- 16% Adequate amount of equipment for all students in class

**Greenhouse Facilities:**
- 6% Overcrowded
- 16% Modern
- 6% Unorganized
- 84% Adequate space provided
- 16% Out-of-date

**Floral Design Equipment:**
- 50% Modern
- 16% Well-maintained
- 16% Poorly maintained
- 16% Adequate amount of equipment for all students in class

**Quality of Teaching (#4-#5)**

The overall quality of teaching in the LMHS Ag Mechanics program was rated as:
- 50% Excellent
- 16% Good
- 33% Fair
- 0% Poor
- 0% NA

The overall quality of teaching in the LMHS Plant Science/Floral Design program was rated as:
- 50% Excellent
- 33% Good
- 0% Fair
- 0% Poor
- 16% NA
Active Placement
Sights

20
## Los Molinos High School Agriculture Department

### ACTIVE PLACEMENT SITES

#### 2010-2012 ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Work Site</th>
<th>Student's Name</th>
<th>Animal Science</th>
<th>Plant and Soil Science</th>
<th>Ag Business</th>
<th>OH</th>
<th>Ag Mechanics</th>
<th>Food Products and Processing</th>
<th>Forestry &amp; Natural Resources</th>
</tr>
</thead>
<tbody>
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<td>Lilia Langarica</td>
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Page 1 of 2
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<tr>
<th>Work Site</th>
<th>Student's Name</th>
<th>Animal Science</th>
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<th>Forestry &amp; Natural Resources</th>
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</table>
Recruitment Program:

An Agriculture Education program recruitment brochure was created to promote the program. Yet, in an era dominated with social media, brochures are often overlooked by students and appreciated more by parents. The LMHS FFA brochure is clean, colorful and informative however it is often supplemental in comparison to other more aggressive recruitment and retention tools. More effective forms of recruitment are our department website and use of Animoto slideshows. The best way to market our program to potential students is through persuasion from current/past students. Current LMHS Ag. Students create an “AG Bag” for recruitment events. Inside the four by six inch bags, prospective students will find the department brochure, a student testimonial titled “Why I Dig my Ag Class,” candy and a pocket flyer directing them to our website. The website then reveals in depth information about the Department, but more importantly to a teenager are the links to event photos and Animoto Slideshows. The Animoto’s engage potential students with dynamic pictures and interactive video clips, accompanied by popular music. In this section you will find a printed PowerPoint copy of the LMHS Website presentation.

Also included in this section are multiple copies of the LMHS FFA Bulldog Bite Newsletter. These newsletters are an informative way to recruit students to our program, through descriptive articles focusing on student and program success. The LMHS Ag. Dept. participates in multiple other recruitment activities with local feeder schools. Among these activities are the 8th Grade Career Day, 8th Grade Orientation, FFA Fiesta, Curriculum Fair, Farm Day and Floral Design Outreach Projects. Included is a printed PowerPoint presentation used at some recruitment events. LMHS is limited to three very small feeder schools, so we must to our best to expose schools outside of our district to our stellar program.

In addition to recruitment activities above, in the final pages of this section you will find a series of eight recruitment flyers. These flyers are used during the FFA Officer Election week to encourage members to attend the FFA Officer Election Meeting. Recruiting FFA leaders is equally as important as recruiting potential FFA members.
Welcome to the... Agriculture Department

LMHS FFA
Be able to say, "I'm glad I did," rather than "I wish I would have..."

LMHS Agriculture Department
Phone: (530)384-7900  Fax: (530)384-1534
7900 Sherwood Boulevard, Los Molinos, CA 96055

Ms. Baxter: bmckee@tehamaed.org
Mr. Stevens: wstevens@tehamaed.org
Why Ag?

Classroom
- Agriculture Science I
- Agriculture Biology
- Agriculture Science II
- ROP Animal Science
- Directed Work Experience: Veterinary Science
- ROP Agriculture Mechanics
- Introduction to Woodshop/Farm Shop
- ROP Metal Fabrication
- Floral Design
- Horticulture Science
- Agriculture Leadership

FFA
- LEADERSHIP OPPORTUNITIES
  - Team Competitions:
    - Parliamentary Procedure
    - Opening & Closing Ceremonies
    - Career Development Events
  - Individual Competitions:
    - Public Speaking Contests
    - Livestock Showmanship
    - Fair Exhibits
    - Project Competition
  - Leadership Development:
    - Greenhand Conference (9th)
    - Made for Excellence Conference (10th)
    - Advanced Leadership Academy (11th)
    - Sacramento Leadership Experience (12th)
    - State Leadership Conference (9th - 12th)
    - National Convention (10th - Graduate)

The FFA Mission:
To make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

SQE
- SUPERVISED AGRICULTURAL EXPERIENCE
  - Practical Application
  - Budgeting & Record Keeping
  - Inventory Control
  - Life Skills
  - Computer Applications
- Student Enterprises:
  - Livestock Enterprises
  - Crop Production
  - Agricultural Mechanics
  - Horticulture
  - Work Experience
Los Molinos High School FFA
Website Development

Target Audience
Los Molinos High School Students

Target Audience Size & Scope
- 176 LMHS Students
- 116 LMHS FFA Students

Target Audience Considerations
- School Demographics

Los Molinos Size & Scope
- 1,952 People
- 23% Hispanic

Expanded Target Audience
- Tehama County
The World at Our Fingertips

Development of the Topic
Why a website?
1. Contact Information
2. Course Offerings
3. Recruitment & Retention

Website Development
- Microsoft FrontPage 2003
  - Website administration tool
- Web Graphics
- Interactive Buttons
- Creative License

Development & Design Process Goals:
- Simple
- Organized
- Consistent
- User-friendly

Simple

Organized
Consistent

User-friendly

Development & Design Process
- No Template
- No Automatic Website Generator

SEO
- Search Engine Optimization
- Our website is search engine friendly!

Media Elements

Media Element Access
- News segments & broadcasts
- The "Bulldog Bite" FFA Newsletter
Pictures

LMHS Photos:
• Student Media Wavers

Copyright License Photos:
• Type - Royalty Free

Future Goals

• Enhance use in Multiple Browsers

Thank You!
Twelve to Receive Prestigious Degree

State Degree Recipients on the Rise

- Leonard Diaz - Senior
- Ashley Havel - Junior
- Linzy Irlé - Junior
- Michael Kling - Junior
- Lilia Langarica - Senior
- Francis Ocampo - Junior
- Ryan Perez - Junior
- Jessica Quirke - Junior
- Nicola Quirke - Junior
- Graham Wagenfuhr - Junior
- Kristin Wagenfuhr - Senior
- Bryer Whetsone - Junior

January 16th - The State FFA Degree is the highest degree awarded from the California State FFA Association. Recipients must have earned or productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time on their Supervised Agricultural Experience (SAE) Project. Requirements also include leadership involvement, public speaking, academic achievement and community service. Students listed above will be awarded their State Degree on March 17th at a Banquet, held in the CSU, Chico Bell Memorial Union Hall.

“We’ll light your fire!” Fire Wood Fundraiser Heats Up

February 1st - February marked the beginning of firewood raffle ticket sales for LMHS FFA. Purchasing a ticket will enter participants to win a cord of Almond Firewood. Four cords will be raffled off on February 22nd. All wood was donated by Pacific Farms. FFA Students will deliver and stack the wood for each of the four winners. Tickets are on sale for $10 each. Only 104 tickets will be sold! The student with the highest ticket sales will win a personalized FFA Jacket or a $50 gift certificate to www.ffa.org.

Butte College “Arc Exposure” Weld Camp

January 19-21st - Mr. Stevens and five FFA students attended the Butte College sponsored “Arc Exposure” weld camp, last month. Participants went on an industry tour and ended at Butte College with a great demonstration from PG&E. The following two days included classroom instruction and hands on learning for both the students and the instructors. The Welding Technology Program at Butte College is a vocational core of courses designed to produce qualified personnel for certified welding jobs.

Shasta College Public Speaking Contest

Two Earn First Place in Job Interview & Extemporaneous Speaking

February 5th - The 17th Annual Shasta College Career Development Event Contest began with nervous butterflies and finished with laughter in the air from LMFFA competitors. High school students from surrounding counties competed in events such as Prepared Public Speaking, Extemporaneous Public Speaking, Creed Recitation and Job Interview. LM contestants had to initially qualify by placing in the top two at the Chapter Level Contest held on January 22nd, in order to proceed to the sectional level at Shasta College. Their hard work and preparation was evident as they made their way up to the front of the crowd to claim their plaques and certificates. Kenny Brewer, 1st Place Extemporaneous Public Speaking and Shirlyn Robley, 1st Place Job Interview, will continue on to compete at the Regional Level in March.

Regional Proficiency Award Winner Prepares for State Contest

February 4th - FFA Members who excel in their SAE projects can be recognized for their efforts through the proficiency award program. Senior, Olfa (Lilia) Langarica has developed specialized skills in Agriculture Processing through her placement SAE project at A&R Custom Butchering. Langarica has worked at A&R for the past two years and submitted a 9 page proficiency award application; receiving 1st place in the Section & Region, qualifying to compete at the state level in March. Langarica has two other SAE projects including Market Swine Production and a Peach Orchard Paid Placement Enterprise.

Above: Lilia Langarica at A&R Butchering, explaining beef carcass fabrication and processing.

Student Slated for Regional FFA Office

February 4th - After a series of comprehensive interviews at the Chico State Agriculture Teaching & Research Center, Junior, Bryer Whetsone has been slated on the ballot for Regional FFA Office. Whetsone, prepared with a day of interview training hosted by the Chico State College of Agriculture on January 29th. Whetsone will next campaign and write an election speech to be presented on March 17th.

‘Living to Serve’ Students Volunteer at Farm Bureau Dinner

January 14th - Nine FFA Students put on their blue corduroy to serve meals at the 74th annual Farm Bureau Dinner, held at the Veterans Hall, last month. “It was a good opportunity to help people in the community,” said sophomore Teresa Avalos. The Farm Bureau graciously donated $100 to the LMHS FFA for their evening of service. Volunteers included Teresa Avalos, Jessica Medina, Nick Hunt, Michaela Doyle, Kenny Brewer, Bryer Whetsone, Tamara Ablles, Elaine Coulter and Bridget Cossio.

Left to Right: Adrianna Langarica, Bryer Whetsone, Kenny Brewer, Shirlyn Robley, Bridget Cossio and Tamara Ablles.
National FFA Week a School Wide Success

February 22-26 – National blue and corn gold streamers lined the halls of LMHS last month to celebrate National FFA Week. FFA officers coordinated events throughout the week to promote FFA and reward members for their dedication to the organization. The week began with a potted tomato plant for all teachers and staff, in thanks for their support of the program. Other events included an egg toss at lunch, a group picture in the quad, relays at the Wednesday night meeting and ice cream for all members on Friday. Kenny Brewer and Paty Ocampo were also featured on 103.5 the Blaze, a local morning radio program.

Nursery Landscape Team
Defying the Odds

March 6 – Three freshmen proudly represented LMHS FFA on Saturday at the University California Davis, FFA Field Day, Nursery Landscape Contest. Students from over 140 schools throughout California traveled to compete in over 27 career development events that day. The Nursery Landscape Contest is one of the most difficult contests available to FFA members. The contest includes identification of over 200 plant species, a test on general horticulture knowledge, judging shrubs, trees and flats, as well as giving oral reasons to a panel of judges. Los Molinos brought the only three 9th grade students to the contest that day and walked away with 5th place in the transplanting portion of the contest. On March 13 the team competed at the CSU, Chico & Butte College FFA Field Day, advancing to third place in transplanting. Pictured above (left to right): Tamara Ables, Zack Ruiz and Bridget Cassio.

Firewood Fundraiser Heats Up

March 4 – Ninety firewood fundraiser raffle tickets were sold, earning the LMHS FFA $900. Congratulations to the four winners who will each receive a cord of Almond firewood, donated by Pacific Farms. FFA members will deliver and stack the wood for each of the following winners: Trish Ables, Carrie Costa, Tim Walker and Carole Simms.

Floral Design Team
Arranging their Way to the Top

March 6 – Floral Design students have been perfecting their skills and this dedication became evident at the University California Davis, FFA Field Day and Chico State Field Day. Team scores were within points of placing in the top five. The contest includes flower, foliage and tool identification, corsage construction, arrangement construction and flower judging. Practices are held three to four times a week in preparation. Team members will continue to prepare for the following field days:

- Saturday March 13 – Chico State Field Day
- Saturday March 20 – Lathrop Field Day
- Saturday March 28 – Modesto JC Field Day
- Saturday April 17 – Fresno State Field Day
- Saturday May 1 – Cal Poly State Finals

What's all the buzz about?

March 2 - The Animal Science students have been busy learning about the importance of the bee industry in the state of CA and have learned many skills in the field of apiculture. At the culmination of the unit each student learned how to construct beeswax candies from sheet wax. Many students will use the candies as a new FFA project to be sold during the Holiday seasons. It was a pleasure to watch the students create a product and a business plan to market the candies they made in class.

Strengthening Vocational Skills in Agriculture Mechanics

The welding students have been perfecting their skills in MIG, gas and arc welding these past few weeks as they prepared for the Chico State Field Day. The welding team members which included Mike Kling, Wyatt Redamonti and Nik Hunt spent several evenings with students from the welding program at Butte in preparation for the contest. Students have also been busy building wood racks, picnic tables, work benches and a variety of other projects. The hands-on skills they learn through these projects will benefit them as they graduate from LMHS and obtain employment in the agriculture industry.

LMHS FFA members have also been practicing for the tractor driving contest (Farm Power) by driving the John Deere through and obstacle course. They are scored on time and precision as they maneuver through the course. The Farm Power team members include Shawn Minor, Larry Minor, Trevor O'Dell and Elaine Coulter.
BBQ Tri-Tip Drive-Thru, Rain or Shine
Second Annual FFA BBQ Tri-Tip Drive-Thru Weathers the Storm

April 2nd – Four hundred ninety seven pounds of Tri-Tip, 294 cups of beans, 212 bags of salad, 12 bottles of ranch dressing, 772 dinner rolls, 116 students, 3 dedicated dads and one incredibly supportive community made this year's FFA Tri-Tip Drive Thru a total success! Proceeds earned from this fundraiser will be used to send fifteen students to the 62nd annual State FFA Convention in April. Special thanks to Steve Brewer, Max Kling and Robert Boyes for enduring the wet weather to BBQ all day.

Proficiency Award State Finalists
The Agricultural Proficiency Awards program like the FFA motto, helps students set goals and learn practical skills. The program rewards FFA members at the local, state and national levels for exceptional accomplishments and excellence in a Supervised Agricultural Experience (SAE) program. A SAE program is a key component of agricultural education at Los Molinos. While working on an SAE project, students learn to apply the concepts and principles taught in their agriculture classes to real-world problems and scenarios. Juniors, Michael Kling and Graham Wagenfuhr have done just that and will be competing at the state level in April. Each student will be interviewed at the State Finals for their opportunity to advance to the national level.

Michael Kling
Wildlife Management – Entrepreneurship/Placement:
Typically strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, Fish & Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wild game. Wildlife ducks, geese, quail and pheasants are eligible if used as an income enterprise.

Graham Wagenfuhr
Forest Management and Products – Entrepreneurship/Placement:
Using the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, Forest Service, making and selling cedar shakes and firewood, and wood chips/mulch.

KHSI TV Kids in Action; FFA Spotlight
March 17th – More than 750 high school students attended the Superior Region Annual FFA Meeting held at Chico State, in March of last month. Reporter, Rick Garhart witnessed the ceremonies, competitions, awards and officer elections that day. Junior, Bryer Whetstone of Los Molinos was a Regional Officer Nominee, having submitted a resume, passed a series of interviews, and given a two minute speech in front of his peers. Whetstone was told reflecting on his experiences in the LMHS FFA. Whetstone was not elected that day; however he is proud to have taken the opportunity to represent his chapter on the regional level. Whetstone has inspired other young FFA members to take that same challenge next year. Los Molinos FFA last held a regional office in 1987. The Superior FFA Region encompasses 54 chapters, from just north of Sacramento to the Oregon border. To watch this and other Kids in Action Spotlights, go to www.khsitv.com and click on Kids in Action in the left hand column.

Job Interview
State Finalist
March 17th – What are your strengths? What do you consider to be your shortcomings? These are the kinds of questions that sophomore, Sharilyn Robley has been answering over the last five months, on her journey to become a state finalist in the FFA Job Interview Contest.

Web Site Development Award
April 18th – The Los Molinos FFA Chapter has been selected by a scoring committee as a finalist in the new Web Page Award Program. Recognition of this honor and the naming of the State Web Page Award Winner will take place at the upcoming 62nd State FFA Leadership Conference.

Above: Junior, Bryer Whetstone is interviewed by KHSI TV Channel 12 News.
Swine Enterprises Draw Community Support

May 28th — While the halls fall quiet in the summer months at Los Molinos High School, the school barn is bustling with over thirty students raising livestock for the Tehama District Fair. Over half of the students who raise swine for the fair look to the community for financial support to initiate their projects. Pictured left, Natasha Madison and “Bruce” are a perfect example of how the communities of Los Molinos and Vina invest in their youth. Madison was a novice showman last fall and returned again this spring to raise another market hog. This experience would not have been possible without a loan provided by a local community member. Students learn valuable life skills through their Supervised Agricultural Experience Projects (SAE’s). Record keeping, business agreements, livestock handling, swine husbandry, calculating average daily gain and managing nutrition are just a few elements of such SAE’s. Nine of the twenty-three swine exhibitors have received private community loans which will be paid back in full upon sale of their animal, after the auction in September. The LMHS FFA is in search of three more student loans in the amount of $267.00 each. Please contact Ms. McKee if you are able to help.

"Sow with a reason, grow with a purpose!"

May 7th — The first annual LMHS Plant Sale was held last month after spending over a year renovating the greenhouse facilities. The sale was held over a three day period and earned over $300. All plants were propagated, grown, maintained and marketed by LMHS agriculture students. Due to popularity, the Plant Science program plans increase its sales by having one sale in the coming fall of 2010 and another sale in the spring of 2011. Students gauged their clientele and have already been planning what popular varieties to grow next.

FFA Chapter Officer Elections

High Caliber Speakers Compete for Leadership Roles in the FFA

April 28th — Twelve students completed applications and gave a 3-5 minute speech in hopes of being elected as a 2010-2011 LMHS FFA officer. "It was one of the most talented groups of officer election speeches I had seen since 1984," said advisor Bill Stevens. The ballots were counted and results were announced at the FFA Awards Banquet on May 27th. Results were as follows: President: Francis Ocampo, Vice President: Keith Weinkauf, Secretary: Shirllyn Robley, Treasurer: Bridget Coosio, Reporter: Natasha Madison, Sentinel: Tamara Ables and Historian: Michael Kling.

The Art of Floral Design

June 1st — Sixteen students in the Floral Design program traveled to Red Bluff earlier this month to promote art in the community. This field trip was made possible from a $500 grant received from the California Arts Council “arts lover” License Plate Program. Pop artist Wayne Thiebaud designed the Arts License Plate, titled Coastline (see below). The proceeds from the fee for this specialty license plate benefit California Arts Council programs for children and arts organizations throughout California.

LMHS Floral Design students traveled to Lassen House Assisted Living to partner up with a senior citizen and share their love for the art of floral design. Over twenty arrangements were made and left as a gift to cultivate an appreciation for art. This event was also featured on the front page of the Red Bluff Daily News on June 2nd, 2010.
The Heart of CTE
June 14th - The shop students completed the year by exhibiting several projects at the Silver Dollar Fair and completing a practical final consisting of a written exam in addition to a oxy-acetylene, MIG and Arc welding practical final. The shop students will be coming in throughout the summer to work on projects that need to be completed for the following school year as well as improving their developing techniques. Several students expressed interest in working on the farm throughout the summer to organize and clean some of the pieces of "old" farm equipment found on the perimeter of the field. Many of the students also have summer jobs where they will be using the skills they have developed throughout the year in the shop. The summer employment for the students is an opportunity to develop another Supervised Agricultural Experience Project (SAE). These hours can then be added to their record books which will increase the number of State FFA Degree's for Los Molinos FFA next spring.

State Proficiency Award Winner
As a State Proficiency Winner in the area of Wildlife Management, Mike Kling will be completing his National application this week in his quest as the National winner. Mike has logged several hundred hours in the field of wildlife management and now has the opportunity to represent Los Molinos at the National level. Should Mike be recognized as a National Finalist he will be required to attend the National FFA Convention in November, held in Indianapolis Indiana.

Poultry & Lamb Enterprises
June 14th - Los Molinos FFA students have been preparing for the upcoming Tehama District Fair by purchasing their lambs this week and next week from ranchers in Yreka and Durham. The students meet with the ranchers and select the highest quality lambs to continue the tradition of showing champions under Los Molinos FFA. Several students will be exhibiting Poultry projects also this year but will not acquire the birds until the beginning of August. Linzy Ido will strive to repeat the honor of Champion Meat Pen and hopefully be joined by another Los Molinos FFA member as the Reserve Champion Meat Pen. After the success Ido had last year, several students have decided to follow in her footsteps and also exhibit poultry in the fall.

LMHS Graduate to Receive American FFA Degree
May - Cooper Berens completed the welding program at Butte College in May and successfully finished the process of certification. Very few students have survived the grueling program at Butte College in the area of welding and fabrication; which requires the students to attend classes six days a week from 7:00 AM to 5:00 PM. Cooper ranked as one of the top welders in the class and will now be entering a program to become gainfully employed by PO&E.

Cooper was also successful in his quest to obtain the highly sought American FFA Degree. Cooper spent weeks working on his record books and the American Degree application to make sure he would earn this prestigious honor. Very few students are granted the American FFA Degree so we are extremely proud of Cooper and his accomplishment. Cooper will be receiving his Degree at the National FFA Convention in Indianapolis, Indiana, in November.

Over 200 in Attendance at Annual FFA Awards Banquet
May 27th - The FFA Banquet was a huge success this year with over 200 people in attendance, feasting on slow cooked seasoned beef and pork shoulder roast. Students were recognized for the accomplishments and awards they received throughout the 2009-2010 school year. The 2010-2011 FFA officers were installed and Robert Boyes was selected as the Honorary Chapter FFA Member for his continued assistance and support of the agriculture department. Special thanks to Steve and Jana Brewer, Max Kling, Judy Henderson and Carolyn Reed for all of the help they provided to make the banquet a first class event. The support that the Agriculture Department receives from the parents, community and school board is second to none. Thank you for another wonderful year!
LMHS FFA shines at Tehama District Fair

Outstanding Achievements:
- Directors Choice Award – Market Hog Display
- 100% Group 1 Market Hogs
- Clean Barn Award – Market Hogs
- 3rd Place Market Hog – Francis Ocampa
- 4th Place Market Hog – Wyatt Redamonti
- FFA Reserve Champion Market Lambs – Miranda Friell
- FFA Champion Market Lamb – Cadence Bonham
- Supreme Champion Ewe – Cadence Bonham
- 1st Place FFA Showmanship – Cooper Barens
- Grand Champion Poultry Meat Pen – Linzy Irel
- Ag. Mech. Best of Show – Trevor Chamberlin

Junior Livestock Auction Highlights:
- Total Gross: $37,000
- Average Prices:
  - Beef: $3.42/lb.
  - Sheep: $7.53/lb.
  - Swine: $4.94/lb.
  - Poultry: $23.79/lb.

September 24th – The 2010 Tehama District Fair brought another year of success to Los Molinos FFA Exhibitors. Exhibitors represented their families, school and community with pride. This years Show Team consisted of 24 swine exhibitors, 5 sheep exhibitors, 1 beef exhibitor and 1 poultry exhibitor. An article in the Red Bluff Daily news quoted the JR Livestock Auction Chairman saying, “...he was especially impressed with the participants from Los Molinos a sentiment Director Tonya Redamonti seconded. I was highly impressed with the conduct of the kids and how clean the barns were, Redamonti said.

Student Earns “Young Farmer of the Year” Award

November 2nd – Senior, Bryer Whetstone was named Tehama County’s Young Farmer of the Year last week by the Red Bluff Rotary Club. In his written essay, Bryer talked about the traditions that farming families follow, as well as the modern advances in farming, such as machinery and sustainability practices. This Tehama County teen shows how a balance between football, farming, and a great attitude can pay off. To see the interview, log on to www.lhnl.com and click on Kids in Action.

FFA to Lead 4-H Officer Training Night

November 12th – The LMHS FFA Officer Team has been selected to orchestrate this year’s 4-H Officer Training, from 6:30-9:00pm, this Friday in Red Bluff. The FFA Officers have been working in cooperation with Ms. Rita Boyes, the Tehama County 4-H Director. The 4-H Officer Training will allow FFA Officers to practice their leadership and public speaking skills, while reaching out to potential future Los Molinos FFA members. How many other high school students do you know that would gladly give up a Friday night like this?

Young Leaders Win Public Speaking Contest

November 3rd – Forty-one FFA members traveled to West Valley High School last week to participate (dominate) in multiple Career Development Events (CDE’s). Contest highlights included:
- 1st Place Novice Dining & Closing Ceremonies Team: Chantal Hursch, Ramiro Castellon, Roseana Ruiz, Consuelo Langlois, Saefrey Feld, Cynthia Barajas
- 1st Place Farm Records Team: Laurence Fortunato, Ryan Melas, Mike King
- 1st Place Farm Records Individual: Ryan Melas
- Outstanding Rookie Sentinel: Saefrey Feld. Outstanding Advanced Vice President: Brittany Granger.
- 3rd Place Officer Opening & Closing Ceremonies Team: Francis Ocampa, Jazz Murchopp, Shalyne Robley, Bridget Cassie, Natasha Madison, Tamara Allen
- 5th Place Cooperative Marketing Team: Esmeralda Murillo, Teresa Avelos, Beatriz Salazar
- CBC Final Round: Adrian Garcia, Samuel Meuschke; Katie Palmer, Jordan Gunner, Rosalena Greciana, Justin Ragone

College Outreach in Agriculture Classes

October 22nd – The CSU, Chico Outreach Coordinator and four Chico State Agriculture Ambassadors visited LMHS juniors and seniors last month in their agriculture classes. Topics of discussion included financial aid, scholarships, campus trivia, housing options, the College of Agriculture and many more opportunities that a higher education has to offer. On November 10th, the second of several more college outreach presentations will be given by the Shasta Community College, Agriculture and Natural Resource Leadership Team.

New Names in the Ag Dept.

Student teacher, Rebecca Hine joined the LMHS bulldogs beginning last summer. Ms. Hine has been instrumental in coaching the Best Informed Greenhand Team, Farm Records Team and teaching the Agriculture Science class in a full time capacity. Ms. Hein is a native of Elk Grove and plans to complete her second phase of student teaching at Sheldon of Elk Grove. Ms. Hine’s cooperating teacher was Ms. McKee, but now it’s Mrs. Baxter, because Ms. McKee finally got married and changed her name to Bonnie Baxter.

LMHS FFA Hosts CSU, Chico Future Ag Teachers

November 5th – Twenty-four CSU, Chico future agriculture teachers made their way through the hallways of Los Molinos High School last week, on their AGED 210 annual tour. LMHS was selected as one of three schools in the north state for this visit. Selected for its exemplary agriculture program, Los Molinos High School replaced Red Bluff High School as a destination for the tour in 2009. The tour began with a hands on, seed sowing lab activity facilitated by the Plant Science class, followed by a tour of the John Pitter Livestock Barn and welding/woodshop facility. We hope to see Dr. Brad Dodson and his next group of future agriculture educators again next year!
“Parli-Pro” on the go!
January 2011 – “Debate? Debate? Seeing no further debate, we shall now proceed to vote.” These zealous words can be heard from room 206, as the Novice Parliamentary Procedure Team kicks off its first season and a new era at LMHS. The purpose of the Parliamentary Procedure or “Parli-Pro” team is to promote efficient meetings so that business can be transacted in an orderly manner. A knowledge of Parli-Pro not only strengthens chapter meetings, but also provides members with valuable leadership tools for participation in the chapter, community and other organizations. The Parli-Pro team will travel this spring to compete at several high schools and colleges throughout the state.

LMHS Welcomes Chico State Student Teacher
January 2010 – Rachelle Yates of Escalon has joined the LMHS FFA team of advisors for her Practicum II student teaching experience. Yates is well versed in horticulture and will be coaching the novice Parli-Pro team. She completed her Practicum I Student Teaching at Las Plumas High School, in Oroville. She will be demonstrating her vast knowledge and skills in the Plant Sci. and Agriculture Science classes thru the end of the semester, under the supervision of Ms. Baxter.

CASH for Corduroy
Fundraiser Supports Chapter Creed Contest Competitors
December 2011 – LMHS FFA held its first “CASH for Corduroy” fundraiser to help sponsor jackets for chapter level Creed Contest participants. The Creed Contest, a public speaking event, will be held on January 24, 2011 and is limited to 9th graders. The remarkable increase in Creed participants prompted the chapter to hold the fundraiser to reward students for their involvement. Only first and second place students will move on to the sectional level; however all fourteen students that compete will receive their very own embroidered FFA jacket, compliments of their community.

LMHS FFA Students say, “Save me a Spot in College!”
December 2010 – The Tehama County Office of Education provided over 40 shirts to LMHS students with the logo, “Save me a spot in college.” All students in 4th-12th grade in California are eligible to enter this scholarship contest. Winners receive scholarships between $500 and $2,500 for college! Freshman, Elizabeth Freemeyers, is a shirt recipient and a motivated future scholarship candidate. Her plan is to attend UC Davis and major in Agriculture Sci. to pursue a career in Biotechnology.

FFA Program Growth
Recruitment and Retention Strategies Increases Enrollment
December 17th – Over forty 9th graders received their FFA Greenhand Degree and bronze FFA pins last month. The Greenhand degree is the first in a series of four degrees available to earn in the FFA. Requirements for the degree include satisfactory plans for a supervised agriculture experience project and detailed knowledge and history of the FFA organization’s aims and purposes. The class of 2014 marks the largest group of active 9th graders in the FFA program over the last four years.

Cash for Corduroy Jacket Sponsors
- Jim & Jolyn Campbell
- Bill & Gina Miske (2)
- Jane Robert W. & Robert J. Beys
- Pacific Farms (2)
- Valerie of Red Bluff
- Lorraine Bertucci
- Craig Baxter
- 5 Star C&C Food Mart
- Red Bluff Copy Center
- Bob's Truck Repair
- Holly Pottorff
- Western Erectors
- Bundy's Catfish

Firewood Fundraiser
December 13th-January 6th - One of the most profitable fundraisers the Chapter holds is a firewood fundraiser. This year our members sold 103 tickets total, at the price of ten dollars each. Of these tickets, four winners will be drawn for a 25% chance to win a cord of firewood. The raffle will take place in late January, and participants do not have to be present to win. As an added bonus, FFA members will deliver and stack the firewood. The top ticket seller competition among members ended in a dramatic three-way tie this year. Three members tied for top seller and will be rewarded an FFA Jacket. The FFA is grateful to Pacific Farms for donating the firewood, two years in a row.

Community Service
December 11th – As the Christmas spirit reached Los Molinos, several of our members joined in by lending a hand at the 2010 Breakfast with Santa. Eight members volunteered their time for this community event held in the Veteran's Hall. They presented themselves in the official dress and helped bus tables for the duration of the breakfast. Just a week later, our members participated in one last community service project for the holidays. The chapter received a message asking for volunteers to serve as bell ringers for the Salvation Army, and once again several eager volunteers rose to the occasion. For three days, members in blue jackets stood outside the doors of Nu-Way ringing bells to raise funds for the Salvation Army. The participation for these two projects was done in an effort to give back to the community that has been incredibly generous to our organization.
Los Molinos Leads the Section in State Degrees

January 27th — The State FFA Degree is the highest degree awarded from the California State FFA Association. Recipients must have earned or productively invested at least $1,000, or worked at least 500 hours in excess of scheduled class time on their Supervised Agricultural Experience (SAE) Project. Requirements also include leadership involvement, public speaking, academic achievement and community service. Students will be awarded their State Degree on March 16th at a Banquet, held in the CSU, Chico Bell Memorial Union Hall.

Job Interview Students Place at Etna Public Speaking Contest
February 3rd — The three hour car ride was worth every winding turn on the way home from the Etna Public Speaking Invitational, held last week. LMHS FFA was represented by three Job Interview contestants, and two Creed public speakers. Contest highlights included Tamara Ables placing second and Shirlyn Robley placing fifth, in the Job Interview contest. The contest proved to be a valuable opportunity for all competitors to acquire more practice before the sectional contest that will be held at Shasta College on February 17th.

Sixty Schools Attend Arbuckle Field Day
LMHS FFA Competes Against Central Valley Agricultural Schools
February 5th — The small town of Arbuckle welcomed hundreds of high school FFA members for their 13th Annual Arbuckle Field Day, held last Saturday. Schools traveled from across California, in some cases over 14 hours round trip, to compete in the reputable event. Ten Los Molinos High School FFA members gathered at five am to make their way to Arbuckle that Saturday. The contest was an excellent opportunity for students to flex their knowledge and skills, while competing against powerhouse schools from California’s central valley. Los Molinos students were repeatedly recognized in the gym during the awards ceremony as they placed in their respective contests. Students will continue their quest for red and blue ribbons at the UC Davis Field Day in March.

Arbuckle FFA Field Day Awards & Achievements

- Floral Design: 5th Place Team
- Sub-Contest Individual Award Areas:
  - Team Flower Judging
  - Arrangement: Lianne Bartolucci
  - 7th Place Individual: Claudia Pena
  - TeamCorsages

- Creed: 4th Place, Ramiro Castellon
- Dairy Products Sub-Contest Awards:
  - Junior vs. Rod
  - Written Test
  - Milk Class

Birds of a Different Feather
Agriculture Science Students Successfully Complete Egg Embryo Injection Lab
January 23rd — After 21 days of incubation, the Agriculture Science class successfully completed their egg injection lab last month. The students needed to be precise with the injection site of the needle into the zibumen, while being careful not to puncture the air sac or chalaza. Caution was taken so that there was no harm to the forming embryo or bacteria exposure through the shell of the egg. The students were able to demonstrate safe lab procedures and explore the anatomy, physiology and reproduction of poultry.

Students’ Prepare for Regional FFA Officer Interviews
February 6th — After a series of comprehensive practice interviews at the Chico State Agriculture Teaching & Research Center, sophomores Tamara Ables and Bridget Cosio prepare for their final Regional FFA Officer interview on February 8th. Forty-two students applied for Regional FFA Officer this year. That number was then narrowed to thirty after a paper screening of student applications. Applications consisted of resumes, cover letters and essay questions. Tuesday’s interviews will determine the top two candidates to be slated for each position.
Shasta College Sectional FFA Contest

Job Interview and Parli-Pro Contestants Advance to Regional Finals

February 17th – The 18th Annual Shasta College Career Development Event Contest began last month with a winter white day in Redding. Regardless of snow, high school students from surrounding counties traveled to compete in events such as Prepared Public Speaking, Extemporaneous Public Speaking, Creed Recitation and Job Interview. LM contestants had to initially qualify by placing in the top two at the Chapter Level Contest, held in February. Their hard work and preparation was evident as they made their way up to the front of the crowd to claim their plaques and certificates. Shirlyn Robley earned 1st Place in the Job Interview contest and Bridget Cosio, placed 4th after reciting her 7 minute speech on sustainable horticulture practices. Both students will compete at the Regional level in March.

Debating their way across the State
Parliamentary Procedure Students Gain Valuable Leadership Skills

February 13th – Parliamentary procedure (parli-pro) is the body of rules, ethics, and customs governing meetings and other operations of clubs, organizations, legislative bodies, and other deliberative assemblies. The novice Parli-Pro team is composed of 9 freshman and sophomore who compete for the top six seats that travel to colleges throughout the state of California. The 2011 novice team has competed at colleges such as Chico State, Modesto Jr. College, Shasta College and University California Davis. Parli-pro students will wrap up their season at the Regional Contest, March 18, 2011. Students earned third place at the Sectional level in order to advance to the Regional level.

Student Earns 3rd Place at Chico State Creed Contest

February 18th – Freshman, Eric Haley proudly represented his FFA chapter, school and community last month at the Chico State Creed Public Speaking Contest. Haley earned 3rd place in the contest with his poised recitation of the five paragraphs and articulates answers to the judges multi-part questions.

Above: Eric Haley, 3rd Place Creed Speaking Finalist at CSU, Chico

Star Farmer Finalist

March 16th – Linzy Irie was honored as the Star Farmer for the Shasta Section FFA this year and will compete for the Star Regional Farmer Award. This award is bestowed upon a student with an outstanding project accompanied by an accurate set of records detailing all of the financial aspects of the projects over the past three years. Linzy’s projects are in the areas of horse management, poultry production and ranch management. Linzy raises and shows exotic birds and also exhibits poultry meat birds at the Tehama District Fair. Over the past two years Linzy exhibited the Champion Poultry Meat Pen and sold the two pens for a total of $1850.00 at the fair. She has gained valuable experience and knowledge through her projects that will serve her well as she continues her education at Shasta College.

Tehama County Farm Bureau Welcomes LMFFA

February 16th – FFA Chapter Officers, Francis Ocampo, Shirlyn Robley and Natasha Madison were invited to speak at the TCFB meeting last month in Red Bluff. The FFA Officers gave a six minute presentation about MHS FFA program growth, goals and accomplishments. The Officers were able to meet and greet with community members.

Grow with a Reason
Sow with a Purpose

March 6th – Los Molinos FFA students have been presented with the unique opportunity to experience production agriculture, in the horticulture industry. The Plant Science and Agriculture Science classes will be sowing over 1500 tomato seeds in their 40 ft. greenhouse. After germination and four to five weeks of growth, the tomatoes will be transplanted to a acreage in Tehama County. A local grower is funding this Supervised Agricultural Experience project and has made a donation to the program for their contributions to local farming.

University California Davis FFA Field Day

March 4th – Judging season," as it is more commonly referred to by FFA members, officially begins with the start of the UC Davis FFA Field Day. This year was no different. Thousands of students gathered to compete in over thirty different career development events. Los Molinos FFA was represented by their Parliamentary Procedure Team, Floral Design Team, Milk Quality Judging Team and Nursery Landscape Team (pictured below). Judging season will continue at California State University Chico and Butte College on Saturday, March 12th.

Sub Contest Team Awards:
1st Place Team, Reasons
2nd Place Team, Transplanting
3rd Place Team, Judging

Sub Contest Individual Awards:
2nd Place Reasons, Bridget Cosio
2nd Place Transplanting, Bridget Cosio
2nd Place Transplanting, Shirlyn Robley
3rd Place Judging, Bridget Cosio
5th Place Reasons, Shirlyn Robley

Overall: 3rd Place Team

L to R: Bridget Cosio, Ramiro Castellon and Shirlyn Robley

Colusa County Farm Show

February 2nd – Students enrolled in shop classes had the opportunity to visit the Colusa Farm Show last month and explore the many facets of agricultural careers available. The students spent an entire day viewing the latest innovations in agricultural technology and production. The Colusa Farm Show serves as a forum for all agriculturists to converge and display their products for the industry. Field trips such as this enable the students to explore the myriad of opportunities available to them.
Lo Molinos High School is striving to produce academic achievers, critical thinkers and affective communicators who have received a rigorous education compliant to acceptance into the UC or CSU systems. Implementing this course into our existing ornamental horticulture career pathway will produce students who are not only educated in the discipline of visual arts, but also possess skills necessary to pursue a career in the area of ornamental horticulture. This course is intended to increase the number of high school graduates who receive a complete education, fulfilling area "F" of the required "A-G" courses. Plans for future alignment include a course submission to fulfill area "G" that includes Plant & Soil Science. In addition to the current approval of Agriculture Biology, the course Animal Anatomy & Physiology can also be submitted to fulfill a second laboratory science in area "D." Offering these courses will enhance the caliber of our CTE program, VPA course selections, and increase opportunities for Lo Molinos students to graduate prepared to enter the UC or CSU systems.

Horticulture Teams Rank in California’s Top 5
Floral Design and Nursery Landscape Teams Lead Field Day Scores

March 12th – The College of Agriculture of California State University, Chico and the Agriculture and Natural Resources Department at Butte Community College invited all FFA members to participate in the 43rd Annual Statewide FFA Field Day last month. More than 1,800 high school students from 144 schools and four states registered to attend. The Field day was an opportunity for FFA students to compete in over 20 skill competitions such as livestock judging, agriculture pest control, vegetable crop judging, farm records, and many more. LMHS Dairy Products, Livestock Judging, Floral Design and Nursery Landscape teams demonstrated their technical competence, leadership and communication skills and earned recognition for their hard work, dedication and commitment to the agricultural industry.

The Floral Design team earned 3rd place, ranking among FFA programs like Galt and Lodi High Schools, whose combined attendance is nearly eight times the size of LMHS. The Nursery Landscape Team earned 5th place, ranking among powerhouse central valley schools such as Hanford, Atwater and Clovis. Each of these teams will be competing at Fresno State University on Saturday, April 15th, and have qualified to compete at State Finals in May.
PROGRAM SIZE & SCOPE

- 178 LMHS Students
- 116 LMHS FFA Students

OUR MISSION

- To develop the potential for premier leadership, personal growth and career success through agriculture education.

PROGRAM CURRICULUM

- Agriculture Science
- Floral Design
- Plant Science
JUDGING TEAMS

Floral Design
Nursery Landscape

Dairy Products
Farm Power

OPPORTUNITIES TO TRAVEL

LOCAL INDUSTRY TOURS

AWARDS & ACHIEVEMENTS

Young Farmer of the Year
Regional Officer Candidate

FFA STATE DEGREES
Recruitment Program Examples:

2011 Curriculum Fair
ALL TEHAMA COUNTY RESIDENTS ARE INVITED!

What: Los Molinos High School Curriculum Fair and Parent Information Meeting

When: April 13th, at 6:30 pm

Where: Los Molinos High School, 7900 Sherwood Blvd., Los Molinos, California (turn East on Grant St. off Highway 99E)

Los Molinos High School wants to give your student the opportunity for success. We would like to invite interested parents and students to see what Los Molinos High School offers. All teachers will be present, examples of student work will be on display, special programs will be showcased, students will perform and demonstrate their learning, and information about how to attend Los Molinos High School will be provided.

Los Molinos High School is proud of having high academic standards, high expectations, and high performance. The school also has a wide range of programs to interest and engage every student, including a large, active, and successful Future Farmers of America (FFA) program, the Advancement via Individual Determination college-preparatory program (AVID), and a chapter of the California Association FHA-HERO. These programs, and many others, will have information available at the Curriculum Fair.

In addition to personalized education, small classes in a small-school setting, and a responsive administration, Los Molinos High School also offers a full range of athletics, including Soccer, Football, Volleyball, Boys and Girls Basketball, Baseball, Softball, Track and Field, and Wrestling.

This event is open to all Tehama County residents. If you are interested in the Los Molinos Unified School District, this is the event for you!

For more information, call (530) 384-7900

Para informacion en Español llame al (530) 384-7900
Recruitment Program Examples:

8th Grade Career Day, Red Bluff
TOP 15 REASONS TO BE A FFA OFFICER

#15 It's cool
#14 Make friends.
#13 Team Bonding
#12 Baxter's driving.
#11 The food
#10 Be a rock star.
#9 Beat las Plumas
#8 Learn to fly.
#7 State Convention
#6 Get digits.
#5 Become mayor.
#4 Legit Public Speaking Skills
#3 Community Service
#2 Awards & Scholarships
#1 Premier Leadership
FFA OFFICER ELECTIONS
04-28 Who will you vote for?

VOTE
FFA OFFICER ELECTIONS

Who will take their places?

VOTE 04-28
Keep your head above water...

BE A LEADER

FFA OFFICER ELECTIONS

VOTE
FFA OFFICER ELECTIONS

What will your team look like?

04-28

VOTE
FFA OFFICER ELECTIONS

04-28

Don't ride the fence...

VOTE
WHO WILL YOUR PRESIDENT BE?

APRIL 28TH
04-28

FFA OFFICER ELECTIONS

It's a dirty job... but someone has to do it!
Dear Community Supporters,

The Los Molinos FFA is quickly approaching its annual Career Development Event contests. We are in search of $55 donations that will be used to purchase FFA jackets as awards for the finalists in each contest. This is an opportunity for local businesses, FFA alumni and community supporters to invest in their future leaders. Help us reward these students for their commitment to premier leadership, personal growth and career success through agriculture education.

Sincerely,

LMHS FFA Advisors
INCENTIVE GRANT INSERVICE ACTIVITIES
DOCUMENTATION

CRITERIA

Los Molinos High School
School
2009-2010
School Year

4.B Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>STEVENS</th>
<th>BAXTER</th>
<th>TEACHER'S NAMES</th>
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<td>Region Inservice Day</td>
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<td>Spring Region Meeting</td>
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<td>Section Inservice</td>
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<tr>
<td>Summer Conference</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>University Ag Ed Skills Week</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1. Professional Development*</td>
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</table>

* Explain the Professional Development:

1. New Professionals Conference, Fresno (BAXTER)
2. CTE Online Curriculum Writing, Lodi (Baxter)
3. 
4. 
5. 
6. 
Staff Minutes

23
Staff Minutes:

During the school year the agriculture staff meets at least once a week to discuss upcoming events within the department. These meetings are informal, but effective enough to keep the program in operation. Given the small school setting it is more common for department business to be conducted in this manner. Official business meetings are held Thursdays at lunch and include the FFA Executive Officer Team. The FFA secretary keeps a record of these minutes. Due to the informality of our staff meetings there is a shortage of detailed staff meeting minutes kept on record. This is a department weakness and needs to be improved upon. Our goal as a department, as discussed and documented with our Principal in August 2011, is to meet each Monday afternoon for a formal department meeting; which will allow for teacher collaboration, department organization and a record of minutes to be kept on file.

B. Baxter
# AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

**School Site:** Los Molinos High School  
**Year:** 2011

## EQUIPMENT INVENTORY

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>YEAR PURCHASED</th>
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<td>Garden Gloves (XL)</td>
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<td>Push Brooms</td>
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</table>
Department Inventory: Floral Design Program

AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

School Site: Los Molinos High School
Year: 2011

EQUIPMENT INVENTORY

<table>
<thead>
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<th>QUANTITY</th>
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# AGRICULTURAL EDUCATION
## PROGRAM SELF REVIEW
### DOCUMENTATION

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<td>10</td>
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<td>2008</td>
<td>109.00</td>
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*Costs prior to 2008 are estimates.
Supporting Completion Materials

Masters of Agricultural Education, California Polytechnic State University
AGED 539 First Year Teacher Internship Program

Los Molinos
High School

Bonnie S. Baxter
AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET

A. Name
   Last Name: Bertolucci
   First Name: Jianne

B. Gender: Male ________ Female ________ X

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ________ No ________ X
   The above part of the question is about ethnicity, not race. No matter
   what you selected above, please answer the following by marking one
   or more boxes to indicate what you believe your race to be.
   ________ American Indian or Alaskan Native
   ________ Asian Indian
   ________ Cambodian
   ________ Chinese
   ________ Hmong
   ________ Japanese
   ________ Korean
   ________ Laotian
   ________ Vietnamese
   ________ Black or African American
   ________ Filipino
   ________ Guamanian
   ________ Samoan
   ________ Tahitian
   ________ White

D. Year in Agriculture Program: 3rd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 12
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ________ I plan a career in agriculture
   ________ Not a career, just an interest in agriculture.
   ________ Not interested, placed in class.

G. When you eventually take your place in this world, what would you
   like to do? If your dream is not related to agriculture, place in
   parenthesis ( ) an occupation in agriculture you would enjoy doing.
   Communications

H. Date: 08/18/11

I. Locator Data
   Street Address: Island Park Dr
   City, Zip: 13002 36113
   Phone Number: 632 - 9874002
   Email: liannealex@hotmail.com
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Brian Bertolucci
   Miss/Mrs./Ms. Charlee Rose Ganzer

J. Program of Instruction Being Pursued: (Select Only One)
   ________ Plant & Soil Science (4010)
   ________ Animal Science (4020)
   ________ Agricultural Mechanics (4030)
   ________ Agricultural Business (4040)
   ________ Ornamental Horticulture (4050)
   ________ Forestry & Natural Resources (4060)
   ________ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
   ________ No Further Education
   ________ Some College Later

   2. Go to College
   ________ Community College
   ________ Four Year College
   ________ Full-Time Student
   ________ Part-Time Student
   ________ Agriculture Major
   ________ Non-Agriculture Major

   3. Go Into Military Service
A. Name
   Last Name
   First Name, MI

B. Gender:
   Male     Female  X

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes _____ No  X
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   X   American Indian or Alaskan Native
       Asian Indian
       Cambodian
       Chinese
       Hmong
       Japanese
       Korean
       Laotian
       Vietnamese
       Black or African American
       Filipino
       Guamanian
       Samoan
       Tahitian
       White

D. Year in Agriculture Program: 4th
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 12
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   X   I plan a career in agriculture
   ___ Not a career, just an interest in agriculture.
   ___ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.
   (business)

H. Date: 8/18/11

I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:
   Email: w2csimsve@cgonoged.org
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Richard Sims
   Miss/Mrs./Ms. Carole Sims

J. Program of Instruction Being Pursued: (Select Only One)
   ___ Plant & Soil Science (4010)
   ___ Animal Science (4020)
   ___ Agricultural Mechanics (4030)
   X   Agricultural Business (4040)
   ___ Ornamental Horticulture (4050)
   ___ Forestry & Natural Resources (4060)
   ___ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
      ___

   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      ___
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
      ___

   3. Go Into Military Service
      ___
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name: Castellon
   First Name: Ramiro

B. Gender: Male [ ] Female [X]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [X] No [ ]
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   - American Indian or Alaskan Native
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black or African American
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian
   - White [X]
   - Hispanic [X]

D. Year in Agriculture Program: 2nd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture [X]
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.
   Unsure (0th?)

H. Date: 8/18/2011

I. Locator Data
   Street Address: [Redacted]
   City, Zip: [Redacted]
   Phone Number: [Redacted]
   Email: Ramiro.Castellon@att.net

J. Program of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)
   [X]

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time [ ]
      No Further Education [ ]
      Some College Later [ ]

   2. Go to College [X]
      Community College [ ]
      Four Year College [X]
      Full-Time Student [X]
      Part-Time Student [ ]
      Agriculture Major [ ]
      Non-Agriculture Major [ ]

   3. Go Into Military Service [ ]
A. Name: ____________________________
   Last Name: ____________________________
   First Name, MI

B. Gender: Male X Female ___

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ____ No X

   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   American Indian or Alaskan Native ___
   Asian Indian ___
   Cambodian ___
   Chinese ___
   Hmong ___
   Japanese ___
   Korean ___
   Laotian ___
   Vietnamese ___
   Black or African American ___
   Filipino ___
   Guamanian ___
   Samoan ___
   Tahitian X
   White ___

D. Year in Agriculture Program: 3rd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   X I plan a career in agriculture
   Not a career, just an interest in agriculture.
   Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   (Working on a dairy.)

H. Date: 8-8
   City, Zip:
   Email:
   Parent/Guardian Name (Print Full Name For Each):
   Mr.
   Miss/Mrs./Ms.

I. Locator Data
   Street Address:
   Phone Number:

J. Program of Instruction Being Pursued: (Select Only One)
   X Plant & Soil Science (4010)
   Animal Science (4020)
   Agriculture Business (4040)
   Ornamental Horticulture (4050)
   Forestry & Natural Resources (4060)
   Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      X Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major X
   3. Go Into Military Service
A. Name ________________________________

B. Gender: Male ______ Female ______

C. Ethnicity/Race: ______ Asian Indian
American Indian
Black or African American
Cambodian
Filipino
Guamanian
Laotian
Japanese
Korean
Latin American
Mixed
Native American
Pacific Islander
Vietnamese
White

D. Year in Agriculture Program: (Select One)
- 1st, 2nd, 3rd, or 4th
- 5th or 6th
- 7th or 8th
- 9th or 10th
- 11th or 12th

E. Grade Level in School: (Select One)
- 9th or 10th
- 11th or 12th

F. I Am Taking This Course Because: (Select One)
- I plan a career in agriculture
- Not interested, placed in class
- Not a career, just an interest in agriculture

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parentheses an occupation in agriculture you would enjoy doing.

H. Date: 8/16/11

I. Program of Instruction Being Pursued: (Select Only One)
- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Agriscience (4070)

J. Please indicate below your plans after graduation from high school:
1. Go to Work Full-Time
2. Go to College
3. Go into Military Service

K. Mr. Miss/Mrs./Ms. Parent/Guardian Name (Print Full Name For Each):

L. Email: ________________________________

M. Phone Number: ________________________

N. City Zip: ________________________________

O. Street Address: ________________________

P. Phone Number: ________________________

Q. Email: ________________________________
AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET

A. Name ___________________________ ___________________________
   Last Name First Name, MI

B. Gender: Male ______ Female ______

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ______ No ______
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   American Indian or Alaskan Native ______
   Asian Indian ______
   Cambodian ______
   Chinese ______
   Hmong ______
   Japanese ______
   Korean ______
   Laotian ______
   Vietnamese ______
   Black or African American ______
   Filipino ______
   Guamanian ______
   Samoan ______
   Tahitian ______
   White ______

D. Year in Agriculture Program: ______ (1st, 2nd, 3rd, 4th)

E. Grade Level in School: ______ (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ______ I plan a career in agriculture
   ______ Not a career, just an interest in agriculture.
   ______ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   ______ (Teacher / Nurse)

H. Date: ______

I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:

   Email:
   Parent/Guardian Name (Print Full Name For Each):
   Mr. ______
   Miss/Mrs. ______

J. Program of Instruction Being Pursued: (Select Only One)
   ______ Plant & Soil Science (4010)
   ______ Animal Science (4020)
   ______ Agricultural Mechanics (4030)
   ______ Agricultural Business (4040)
   ______ Ornamental Horticulture (4050)
   ______ Forestry & Natural Resources (4060)
   ______ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time ______
      No Further Education ______
      Some College Later ______
   2. Go to College ______
      Community College ______
      Four Year College ______
      Full-Time Student ______
      Part-Time Student ______
      Agriculture Major ______
      Non-Agriculture Major ______
   3. Go Into Military Service ______
A. Name
   Last Name: [redacted]  First Name: [redacted], MI

B. Gender: Male   Female   ☒

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes   No   ☒
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ______ American Indian or Alaskan Native
   ______ Asian Indian
   ______ Cambodian
   ______ Chinese
   ______ Hmong
   ______ Japanese
   ______ Korean
   ______ Laotian
   ______ Vietnamese
   ______ Black or African American
   ______ Filipino
   ______ Guamanian
   ______ Samoan
   ______ Tahitian
   ______ White

D. Year in Agriculture Program: 3rd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 12
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ______ I plan a career in agriculture
   ______ Not a career, just an interest in agriculture.
   ______ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.
   Forensic Anthropologist (soil)

H. Date: 8-18-11

I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:

   Email: [redacted]@tehamaed.org
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Tony Adams
   Miss/Mrs./Ms. Irish James

J. Program of Instruction Being Pursued: (Select Only One)
   ______ Plant & Soil Science (4010)
   ______ Animal Science (4020)
   ______ Agricultural Mechanics (4030)
   ______ Agricultural Business (4040)
   ______ Ornamental Horticulture (4050)
   ______ Forestry & Natural Resources (4060)
   ______ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      ______ No Further Education
      ______ Some College Later

   2. Go to College
      ______ Community College
      ______ Four Year College
      ______ Full-Time Student
      ______ Part-Time Student
      ______ Agriculture Major
      ______ Non-Agriculture Major

   3. Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name: MI

B. Gender: Male  Female  X

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes  X  No
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ___ American Indian or Alaskan Native
   ___ Asian Indian
   ___ Cambodian
   ___ Chinese
   ___ Hmong
   ___ Japanese
   ___ Korean
   ___ Laotian
   ___ Vietnamese
   ___ Black or African American
   ___ Filipino
   ___ Guamanian
   ___ Samoan
   ___ Tahitian
   X  White

D. Year in Agriculture Program: 4th (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 12 (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ___ I plan a career in agriculture
   ___ Not a career, just an interest in agriculture.
   ___ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   I'd like to major in Ag Business or Animal Science.

H. Date: 08/18/11

I. Locator Data
   Street Address: 23741 Tehama Ave.
   City, Zip: Elk Grove 95625
   Phone Number: (520) 598-5285
   Email: robiley@yahoo.com
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Cindy Robiley

J. Program of Instruction Being Pursued: (Select Only One)
   ___ Plant & Soil Science (4010)
   ___ Animal Science (4020)
   ___ Agricultural Mechanics (4030)
   ___ Agricultural Business (4040)
   X  Ornamental Horticulture (4050)
   ___ Forestry & Natural Resources (4060)
   ___ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time  X
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College  X
      Full-Time Student  X
      Part-Time Student
      Agriculture Major  X
      Non-Agriculture Major
   3. Go Into Military Service
A. Name

B. Gender: Male    Female ✓

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes ✓   No ___

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

D. Year in Agriculture Program: 3rd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11th
   (9th, 10th, 11th, 12th)

F. I Am Taking This Course Because: (Select One)

✓ I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

vet w/ a major in equine science

H. Date: 8-19-11

I. Locator Data
   Street Address: ___
   City, Zip: ___
   Phone Number: ___
   Email: _______________
   Parent/Guardian Name (Print Full Name For Each):
   Mr. __________
   Miss/Mrs./Ms. __________

J. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time

   No Further Education
   Some College Later

2. Go to College

   Community College
   Four Year College
   Full-Time Student
   Part-Time Student
   Agriculture Major ✓
   Non-Agriculture Major

3. Go Into Military Service

   ___
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name ___________________________ Last Name ___________________________
   First Name, MI ___________________________

B. Gender: Male ______ Female ______

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ______ No ______
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ______ American Indian or Alaskan Native
   ______ Asian Indian
   ______ Cambodian
   ______ Chinese
   ______ Hmong
   ______ Japanese
   ______ Korean
   ______ Laotian
   ______ Vietnamese
   ______ Black or African American
   ______ Filipino
   ______ Guamanian
   ______ Samoan
   ______ Tahitian
   ______ White

D. Year in Agriculture Program: 2nd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10th
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ______ I plan a career in agriculture
   ______ Not a career, just an interest in agriculture.
   ______ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   (unserve )

H. Date: 2/18/11

I. Locator Data
   Street Address:
   City, Zip:
   Phone Number:

J. Program of Instruction Being Pursued: (Select Only One)
   ______ Plant & Soil Science (4010)
   ______ Animal Science (4020)
   ______ Agricultural Mechanics (4030)
   ______ Agricultural Business (4040)
   ______ Ornamental Horticulture (4050)
   ______ Forestry & Natural Resources (4060)
   ______ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major ______
   3. Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender: Male ☒ Female ☐

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ☐ No ☒
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ☐ American Indian or Alaskan Native
   ☐ Asian Indian
   ☐ Cambodian
   ☐ Chinese
   ☐ Hmong
   ☐ Japanese
   ☐ Korean
   ☐ Laotian
   ☐ Vietnamese
   ☐ Black or African American
   ☐ Filipino
   ☐ Guamanian
   ☐ Samoan
   ☐ Tahitian
   ☒ White

D. Year in Agriculture Program: 2nd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ☒ I plan a career in agriculture
   ☐ Not a career, just an interest in agriculture.
   ☐ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   ☒ I would like to be a cop or real estate agent (work on dairy farm)

H. Date: August 18, 2011

I. Locator Data
   Street Address: ____________________________________________
   City, Zip: ________________________________________________
   Phone Number: ____________________________________________
   Email: ____________________________________________________
   Parent/Guardian Name (Print Full Name For Each):
      Mr. Jeff Arcin 1099
      Miss/Mrs./Ms. Alyson Sandusky

J. Program of Instruction Being Pursued: (Select Only One)
   ☐ Plant & Soil Science (4010)
   ☐ Animal Science (4020)
   ☐ Agricultural Mechanics (4030)
   ☒ Agricultural Business (4040)
   ☐ Ornamental Horticulture (4050)
   ☐ Forestry & Natural Resources (4060)
   ☐ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time ☐
      No Further Education ☐
      Some College Later ☐
   2. Go to College ☐
      Community College ☐
      Four Year College ☒
      Full-Time Student ☐
      Part-Time Student ☐
      Agriculture Major ☐
      Non-Agriculture Major ☐
   3. Go Into Military Service ☐
AGR\'CULTURAL EDUCATION STUDENT CAREER DATA SHEET

A. Name ___________________________ ___________________________
   Last Name            First Name, MI

B. Gender: Male          Female

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes          No
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ___ American Indian or Alaskan Native
   ___ Asian Indian
   ___ Cambodian
   ___ Chinese
   ___ Hmong
   ___ Japanese
   ___ Korean
   ___ Laotian
   ___ Vietnamese
   ___ Black or African American
   ___ Filipino
   ___ Guamanian
   ___ Samoan
   ___ Tahitian
   ___ White
   ___ Hispanic

D. Year in Agriculture Program: 2nd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ___ I plan a career in agriculture
   ___ Not a career, just an interest in agriculture.
   ___ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   (Doctor)

H. Date: 8/18/11

I. Locator Data
   Street Address:
   City, Zip: Olmsted 36057
   Phone Number:
   Email: 164m2inc@Rennco, 1612 co.us
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Danny Ziegler
   Miss/Mrs./Ms. Corna Ziegler

J. Program of Instruction Being Pursued: (Select Only One)
   ___ Plant & Soil Science (4010)
   ___ Animal Science (4020)
   ___ Agricultural Mechanics (4030)
   ___ Agricultural Business (4040)
   ___ Ornamental Horticulture (4050)
   ___ Forestry & Natural Resources (4060)
   ___ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later

   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major

   3. Go Into Military Service
AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET

A. Name
   Last Name [Redacted] First Name, MI

B. Gender: Male  Female  X

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes  X  No
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   __ American Indian or Alaskan Native
   __ Asian Indian
   __ Cambodian
   __ Chinese
   __ Hmong
   __ Japanese
   __ Korean
   __ Laotian
   __ Vietnamese
   __ Black or African American
   __ Filipino
   __ Guamanian
   __ Samoan
   __ Tahitian  X
   __ White

D. Year in Agriculture Program:  2nd  (1st, 2nd, 3rd, 4th)

E. Grade Level in School:  11  (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   __ I plan a career in agriculture  X
   __ Not a career, just an interest in agriculture.
   __ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   (I would like to become an RN)

H. Date:  8/18/11

I. Locator Data
   Street Address: [Redacted]
   City, Zip: [Redacted]
   Phone Number: [Redacted]
   Email: [Redacted]@yahoo.com

Parent/Guardian Name (Print Full Name For Each):
   Mr.  Miss/Mrs./Ms.  Miss Lynda Drewer

J. Program of Instruction Being Pursued: (Select Only One)
   __ Plant & Soil Science (4010)
   __ Animal Science (4020)
   __ Agricultural Mechanics (4030)
   __ Agricultural Business (4040)
   __ Ornamental Horticulture (4050)
   __ Forestry & Natural Resources (4060)
   X  Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College  X
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

B. Gender: Male      Female  X

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes      No  X

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ___ American Indian or Alaskan Native
   ___ Asian Indian
   ___ Cambodian
   ___ Chinese
   ___ Hmong
   ___ Japanese
   ___ Korean
   ___ Laotian
   ___ Vietnamese
   ___ Black or African American
   ___ Filipino
   ___ Guamanian
   ___ Samoan
   ___ Tahitian
   X White

D. Year in Agriculture Program: 3rd
   (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11th
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   ___ I plan a career in agriculture
   ___ Not a career, just an interest in agriculture.
   ___ Not interested, placed in class.

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis (_) an occupation in agriculture you would enjoy doing.
   Either a nutritionist or (chef)

H. Date: 8/18/2011

I. Locator Data
   Street Address: [Redacted]
   City, Zip: [Redacted]
   Phone Number: [Redacted]
   Email: Tmarables@ymail.com
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Richard A Ables
   Miss/Mrs./Ms. Angela M Ables

J. Program of Instruction Being Pursued: (Select Only One)
   ___ Plant & Soil Science (4010)
   ___ Animal Science (4020)
   ___ Agricultural Mechanics (4030)
   ___ Agricultural Business (4040)
   ___ Ornamental Horticulture (4050)
   ___ Forestry & Natural Resources (4060)
   X Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time  X
      No Further Education
      Some College Later
   2. Go to College
      Community College  X
      Four Year College
      Full-Time Student  X
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
      ___
Agriculture Student Files

Permanent Agriculture Student Files, including Record Book files associated with students, are kept in a filing cabinet in my classroom. My teaching partner has an alternative system of organization for his students Record Books. If a student is enrolled in both of our classes their record book is kept in my classroom. I have found that it is more efficient to organize files by students' first names because 40% of my students are Hispanic and have two last names. Depending on the student, a different last name is sometimes used, other than the one on the attendance sheet. Therefore using their first name is more efficient. Record Books for the current year are kept in baskets organized by period. This system allows for shorter classroom transition time when passing out or collecting books.
Course Syllabus:  Agriculture Biology
Course Instructor:  Ms. Baxter
Office Phone:  384-7900 Ext: 1303
Email:  bmckee@tehamaed.org

Classroom:  205
Textbook:  Modern Biology
Author:  Holt, Rinehart and Winston
Website:  www.tinyurl.com/losmo

Course Description:
Agriculture Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Students will be involved in “hands-on” agriculture activities and projects. Participation in FFA activities is an integral part of this course. This course satisfies the Life Science laboratory “D” requirement for entrance into the University of California and California State University systems.

Supervised Agricultural Experience Project (SAEP) & Record Book:
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

FFA:
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Basic Expectations:
1.  Respect fellow students and instructor.
2.  Please come to class prepared for the day’s lesson with assignments completed, your binder, pen/pencils and paper. (Especially on test days.)
3.  Safety is number one. Horseplay will not be tolerated especially in lab environments.
4.  You must keep a binder with the following sections:
   a.  Warm Ups
   b.  Vocabulary
   c.  Notes & Handouts
   d.  Labs & Projects
**Grading:**
- Assignments: 45%
- Tests and Quizzes: 20%
- Labs & Projects: 15%
- SAE & Record Book: 10%
- FFA Activities: 10%

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUGUST</strong></td>
<td><strong>11 days</strong></td>
<td>History, Aims &amp; Purposes, Organization Levels, Emblem, Creed, Motto, Salute, Etiquette and Opportunities</td>
<td>CLF 510</td>
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<tr>
<td><strong>SEPTEMBER</strong></td>
<td><strong>20 days</strong></td>
<td>Biodiversity, Ecosystems, Ecological Populations, The Carbon Cycle, The Nitrogen Cycle, Energy Pyramids, Biomass Pyramids, Natural Selection</td>
<td>6a-6f</td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
<td><strong>21 days</strong></td>
<td>Photosynthesis, Plant Forms &amp; Functions, Respiration, The Calvin Cycle</td>
<td>1f</td>
</tr>
<tr>
<td><strong>NOVEMBER</strong></td>
<td><strong>16 days</strong></td>
<td>Cell Structure, Cell Function, Prokaryotic Cells, Eukaryotic Cells, Macromolecules</td>
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<tr>
<td><strong>DECEMBER</strong></td>
<td><strong>12 days</strong></td>
<td>Viruses, Bacteria, Major Organ Systems, Neurons, Nonspecific Defenses, AIDS, Enzymes, Vaccines</td>
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</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
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<tr>
<td><strong>JANUARY</strong></td>
<td><strong>20 days</strong></td>
<td>DNA, Base Pairing Rule, Chromosomes, Mitosis, Meiosis, RNA, Transcription, Translation</td>
<td>2a-2f, 4a-4e</td>
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<tr>
<td><strong>FEBRUARY</strong></td>
<td><strong>16 days</strong></td>
<td>Inheritance, Mendel’s Law, Punnet Squares, Genetic Mutations &amp; Variation, Phenotype &amp; Genotype, Genetic Engineering</td>
<td>2g, 3a-3b, 5a-5c</td>
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<tr>
<td><strong>MARCH</strong></td>
<td><strong>22 days</strong></td>
<td>Genetic Drift, Geographic Isolation, Lethal Alleles, Mutations, Genetic Variation, Hardy Weinberg equilibrium, Fossil Evidence</td>
<td>7a-7f</td>
</tr>
<tr>
<td><strong>APRIL</strong></td>
<td><strong>16 days</strong></td>
<td>Ecology, Photosynthesis, Cell Biology, Physiology, Genetics, Evolution</td>
<td>All</td>
</tr>
<tr>
<td><strong>MAY</strong></td>
<td><strong>22 days</strong></td>
<td>SAE Project Planning, California FFA Record Books &amp; Sheep Eye Dissection or TBA</td>
<td>CLF610</td>
</tr>
<tr>
<td><strong>JUNE</strong></td>
<td><strong>4 days</strong></td>
<td>TBA</td>
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</tr>
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</table>

Student Name (please print): ____________________________________________

Parent Signature: ____________________________________________ Date: ___________
Floral Design

Course Syllabus: Floral Design
Course Instructor: Ms. Baxter
Phone: 384-7900 Ext: 1303
Email: bmckee@tahamaed.org
Website: www.tinyurl.com/losmo

Office: 311 Woodshop Office
Classroom: Room 205
Textbook: The Art of Floral Design
Author: Norah T. Hunter, 2nd Ed.

Course Description:
This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care and handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include the customer consultations, pricing, and use of technology in the industry. Course instruction also includes topics such as construction of corsages and floral arrangements, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This course satisfies the Visual Preforming Arts area “F” requirement for graduation and entrance into the University of California and California State University systems. High school students enrolled in this class receive Shasta College Units through Dual Enrollment instruction.

Course Objectives:

- Demonstrate the skills necessary to safely use floral tools and materials.
- Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
- Construct floral products for holidays, art interpretations, weddings, displays, or resale.
- Demonstrate floral design styles and arrangements, from different historic time periods.
- Demonstrate art principals & elements used in floral designs.
- Demonstrate understanding of flower and foliage production.
- Create a professional portfolio of career technical skills; including pictures of each arrangement constructed.
- Design and construct arrangements used in wedding and sympathy floral work.
- Complete a wedding planning project.
- Motivate students, as consumers, to appreciate floral design, and consider options as possible professionals in the industry.
- Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
- Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking, problem solving skills, and technological literacy related to the floral industry.
Floral Design: Units of Instruction

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Flower and Plant Identification
- Care/Handling of Cut Flowers & Foliage
- Themed Retail Arrangements
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design
- Arrangements and Corsages
- Dried and Silk Floral Designs
- Wedding Planning & Themes
- Basic Horticulture & Themes
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities
- Holiday & Seasonal Arrangements
- Sympathy Flowers

Grading:
- Assignments/Folder: 30%
- Arrangements/Labs: 10%
- Write Ups & Portfolio: 30%
- Clean Up & Behavior: 10%
- SAE / Record Book: 10%
- FFA Activities: 10%

I. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

II. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 3 FFA Activities per semester.

III. Class Folders: Each student is required to maintain a folder for this class. Folders will be provided. Students should keep all handouts, notes, and class/homework organized in their folder. The folder will be graded biweekly throughout the year; most often at the completion of a unit.

Student Name (please print): ________________________________

Parent Signature: ________________________________ Date: __________

Updated August 2011 2
Plant Science

**Course Syllabus:** Plant Science  
**Course Instructor:** Ms. Baxter  
**Office Phone:** 384-7900 Ext: 1303  
**Email:** bmckee@tehamaed.org  
**Classroom:** 205  
**Textbook:** Sunset Western Garden Book  
**Author:** Edited by Kathleen Norris Brenzel  
**Website:** www.tinyurl.com/losmo

**Course Description:**
Plant Science offers hands-on experience in many areas of horticulture. Students learn basic horticultural plant structures and functions, propagation methods, growing media and fertilizers, landscaping, pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. Students examine horticultural tree, shrub, vine, and ground cover varieties, cultivars and native species of horticultural use. Common and specific names as well as pertinent facts on each species are correlated to field identification. The study of plant diseases, their causes, nature and control, as well as pathogen biology are examined. Units in this course will also cover turf grass management, landscape design and irrigation systems. This class satisfies the science elective graduation requirement. High school students enrolled in this class receive Shasta College Units through Dual Enrollment instruction.

**Supervised Agricultural Experience Project (SAEP) & Record Book:**
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

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**Basic Expectations:**
1. Respect fellow students and instructor.
2. On lab days, come prepared to work in an outdoors (greenhouse, lath house etc.).
3. A notebook will be provided for this class and is to be updated and maintained daily.
Plant Science: Units of Instruction

I. CALIFORNIA AGRICULTURE
   a. Focus on Horticulture & Floriculture Industry

II. FFA LEADERSHIP (CLF 511-518)
   a. FFA History, Aims & Purposes
   b. FFA Etiquette, Official Dress and Opportunities
   c. Contests

III. SUPERVISED AGRICULTURAL EXPERIENCE (SAE) (CLF 611-613)
   a. Record Books & Possible Projects

IV. CAREERS IN HORTICULTURE (CLF 6750)
   a. Educational and Career Opportunities
   b. Resumes & Job Interviews

V. BOTANICAL CLASSIFICATION (CLF 6102-6103, 6108)
   a. Taxonomy
   b. Plant Identification
   c. Climate Zones

VI. PLANT PARTS (CLF 6200-6203)
   a. Structures & Functions
   b. Growth Requirements
   c. Growth Patterns

VII. PHOTOSYNTHESIS & RESPIRATION (CLF 6150)
    a. Photosynthesis
    b. Respiration
    c. Applications in Horticulture

VIII. SOILS & PLANTING MEDIA (CLF 6400)
     a. Soil Basics
     b. Horticultural Soils
     c. Composting

IX. PLANT PROPAGATION (CLF 6251-6253, 6255-6257)
    a. Sexual & Asexual Propagation
    b. Parts of the Flower
    c. Seeds
    d. Cuttings
    e. Budding/Grafting
    f. Separation/Division

X. DISEASES & PESTS (CLF 6300)
   a. Integrated Pest Management (IPM)
   b. Safe use of Pesticides/Herbicides/Fungicides/Insecticides

XI. ELEMENTS NECESSARY FOR PLANT GROWTH (CLF 6350)
    a. Micronutrients & N-P-K
    b. Functions of Nutrients
    c. Reading Fertilizer Labels
    d. Soil Amendments
    e. Determining Nutrient Deficiencies

XII. USING PLANTS IN THE LANDSCAPE (CLF 6500)
    a. Evaluation & Selection
    b. Planting Techniques
    c. Seeding & Spacing
    d. Frost Protection
    e. Merchandising of Plants

XIII. LAWN AND TURF GRASS
      a. Installation
      b. Maintenance
Agriculture Science

Course Syllabus: Agriculture Science I
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303

Email: bmckeetehamaed.org
Office: 311 Woodshop Office
Classroom: Room 205
Website: www.tinyurl.com/losmo

Course Description:
This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Supervised Agricultural Experience Project (SAEP) & Record Book:
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

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Basic Expectations:
1. Respect fellow students and instructor.
2. Remain seated unless you have teacher permission.
3. Safety is number one. Horseplay will not be tolerated especially in lab situations.
4. A notebook will be provided in this class and is to be kept updated, organized and complete on a daily basis. Please come to class prepared for the day’s lesson with assignments completed, your binder, pen/pencils and paper.
Agriculture Science I: Units of Instruction

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>• California Agriculture</td>
<td>CLF 111-113, 121, CTE C1.0-1.6</td>
</tr>
<tr>
<td>o Major Ag Production Areas &amp; Economic Impact in California</td>
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<tr>
<td>• Value of Ag Commodities &amp; Ag Exports</td>
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<tr>
<td>• California Agriculture and the Environment</td>
<td>CLF 122, CTE C2.0-2.5, CLF 511-518</td>
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<td>o Water &amp; Urban Sprawl</td>
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<tr>
<td>• Leadership</td>
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<tr>
<td>o FFA History, Aims &amp; Purposes</td>
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<tr>
<td>o Career Development Events</td>
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<tr>
<td>• Communication</td>
<td>CLF 531-534, FS 2.0, 3.0, 5.0, 7.0, 9.0</td>
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<tr>
<td>o Group Work, Listening Skills, Speeches</td>
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<tr>
<td>• Parliamentary Procedure</td>
<td>CLF 521-528</td>
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<td>o Running a Meeting, Robert’s Rules of Order</td>
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<td>o Opening &amp; Closing Mtg. Competition</td>
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<tr>
<td>• Supervised Agricultural Experience (SAE)</td>
<td>CLF 611-613</td>
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<tr>
<td>o Record Books &amp; Possible Projects</td>
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<tr>
<td>• Careers in Agriculture</td>
<td>CLF 711-713, 811-813</td>
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<td>o Research, Economics, Work Ethic, Portfolios</td>
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<tr>
<td>• Animal Science</td>
<td>CLF 211, 271-272, CTE C6.0-C9.0</td>
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<tr>
<td>o Domestication &amp; Taxonomy</td>
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<td>o General Health Overview</td>
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<tr>
<td>• Swine Unit</td>
<td>CTE C6.0-C9.0</td>
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<tr>
<td>o Vaccinations, Ear Notching, Docking</td>
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<tr>
<td>• Dairy Unit</td>
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<tr>
<td>o Milk Production &amp; Dairy Husbandry</td>
<td>CTE C6.0-C9.0</td>
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<tr>
<td>• Beef Unit</td>
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<tr>
<td>o Dehorning</td>
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<tr>
<td>• Sheep Unit</td>
<td>CTE C6.0-C9.0</td>
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<tr>
<td>o Castration &amp; Docking</td>
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<tr>
<td>• Specialty Animal Unit</td>
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<tr>
<td>• Plant Science</td>
<td>CLF 311-313, 315-316, 351-352, CTE C10.0-C11.0</td>
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<tr>
<td>o Taxonomy, Plant Parts, Germination, Careers in Horticulture, Crop Production</td>
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<tr>
<td>• Plant Propagation</td>
<td>CLF 331-332, CTE C10.0-C11.0</td>
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<tr>
<td>o Grafting, Budding, Division, Pruning</td>
<td></td>
</tr>
<tr>
<td>• Soils</td>
<td></td>
</tr>
<tr>
<td>o Properties, Test Your Soil From Home</td>
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</tr>
</tbody>
</table>

Student Name (please print): ____________________________

Parent Signature: ____________________________ Date: ____________

Revised August 2011
Course Syllabus: Agriculture Leadership
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303

Classroom: 205
Website: www.tinyurl.com/losmo
Email: bmckee@tahamaed.org

Course Description:
Agriculture Leadership is an elective course intended for junior and senior level students. The Ag Leadership course helps students acquire a broad understanding of a variety of leadership aspects, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study agriculture issues, agricultural careers, agricultural technologies, oral and written communication and public speaking. Curriculum caters to students pursuing postsecondary education, work force or trade schools. **Students are required to attend 4 leadership events on the Curriculum Pacing Outline (pg. 2), including required events marked with a *.

Supervised Agricultural Experience Project (SAEP) & Record Book:
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2. Each student is required to maintain a folder for this class. Folders will be provided. Students should keep all handouts, notes, and class/homework organized in their folder. The folder will be graded biweekly throughout the year; most often at the completion of a unit.

Grading:
- Assignments: 45%
- Tests and Quizzes: 20%
- Labs & Projects: 15%
- SAE & Record Book: 10%
- FFA Activities: 10%

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Updated August 2011
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*Course Outline Subject to Change at the Instructor's Discretion*
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Also apply the above weighting settings to the following classes:
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## Assignments

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3. 12/01 November Lab Grade
4. 11/15 Flower Anatomy Quiz
5. 11/10 Flower Lab
6. 11/01 October Lab Grade
7. 10/28 ID 26-53
8. 10/18 Plant Sci Intro Work Sheet
9. 10/08 Soil Savvy Crossword
10. 9/28 Warm Ups 11-25

## Categories

- **A** = Assignments: 20.00%
- **FA** = FPA Activities: 10.00%
- **FFI** = Flower & Foliage ID: 10.00%
- **LW** = Lab Work: 40.00%
- **SRB** = SAE & Record Book: 10.00%
- **TQ** = Tests & Quizzes: 10.00%
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**Assignments**

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2. **12/16 Clean Up Behavior**
3. **12/16 Final Exam**
4. **12/11 Candle Delight**
5. **12/07 Green & White Bow**
6. **12/07 Green/Gold Ig. Bow**
7. **12/07 Yellow, Green & Pink Bow**
8. **11/19 Careers in Horticulture Video**
9. **11/15 Harvest Wreath**
10. **11/04 Behavior**
11. **11/02 Rose Boutonniere**
12. **10/29 Tulle Pencils**
13. **10/28 ID 29-48**
14. **10/28 Chapter 14 Review**
15. **10/21 ID Behavior**
16. **10/20 O & C Public Speaking**
17. **10/15 Get in Tune with the Season**
18. **10/13 Baxter Wedding Arrangement**
19. **10/08 Chapter 18 Review**
20. **10/04 Floral Holidays**
21. **9/30 Taxonomy Behavior Grade**
22. **9/29 Greenhouse Lab Day**
23. **9/28 Color Quiz**
24. **9/28 Warm Ups 6-28**
25. **9/27 Color Quiz**

**Categories**

- **AED** = Arrangements & Designs 20.00%
- **A** = Assignments 30.00%
- **FA** = FFA Activities 10.00%
- **FFI** = Flower & Foliage ID 10.00%
- **P** = Portfolio 10.00%
- **SRA** = SAB & Record Book 10.00%
- **TQ** = Tests & Quizzes 10.00%

1/5/2011
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#### Assignments

26. 9/25 Chapter 4 Review
27. 9/24 Chapter 2 Review
28. 9/20 Peacock Color Wheel
29. 9/17 Chapter 3 Color Worksheet
30. 9/15 Butterfly Color Schemes
31. 9/07 Intro Quiz-Shapes and Forms
32. 9/07 Anatomy Vocabulary
33. 9/07 Shapes Notes
34. 9/07 Flower & Foliage Forms Notes
35. 9/07 Color Wheel
36. 9/07 Warm Ups 1-7
37. 8/26 Silk Flowers
38. 8/24 Flower & Foliage Forms Quiz

#### Categories

- **AD** = Arrangements & Designs 20.00%
- **A** = Assignments 30.00%
- **IA** = FFA Activities 10.00%
- **FPI** = Flower & Foliage ID 10.00%
- **P** = Portfolio 10.00%
- **SRB** = SAE & Record Book 10.00%
- **TQ** = Tests & Quizzes 10.00%
### 4 - Agriculture Science 1 (1ST SEM: SEM EXM)

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#### Assignments

1. 12/17 FFA Activities  
2. 12/17 Semester 1 Final Exam  
3. 12/16 Equine Exam  
4. 12/16 Equine Notes  
5. 12/16 Warm Ups 11-18 to 12-13  
6. 11/29 Fish Unit Exam  
7. 11/29 Sheep and Goat Unit Test  
8. 11/29 Sheep and Goat Breed Quiz  
9. 10/29 Dairy Unit Notes  
10. 10/29 Milking Crossword  
11. 10/29 Opening and Closing Part  
12. 10/29 Dairy Unit Test  
13. 10/29 Dairy Housing Posters  
14. 10/29 Dairy Breeds Notes  
15. 10/29 Farm to Fork Booklet  
16. 10/21 Warm-Ups 10-5 thru 10-20  
17. 10/11 Beef Unit Test  
18. 10/04 Beef Creation  
19. 10/04 Warm Ups 9/9 - 10/4  
20. 9/28 Meat Science Notes  
21. 9/25 Parts of a Beef Animal  
22. 9/25 Beef Vocabulary  
23. 9/24 Animal Welfare Notes  
24. 9/24 Beef A-Z  
25. 9/24 Beef Bingo  

#### Categories

- **A** = Assignments 45.00%
- **FA** = FFA Activities 10.00%
- **LW** = Lab Work 15.00%
- **SAE & Record Book** = SAE & Record Book 10.00%
- **TO** = Tests & Quizzes 20.00%

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*Powered by GradeS poo Wizard.com - 1/5/2011*
### 6 - Agricultural Biology (1ST SEM: SEM EXM)

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**Assignments**

- 1. 12/17 Final Exam
- 2. 12/17 SEM I FFA Credence
- 3. 12/10 DNA Packet (Coloring)
- 4. 12/10 DNA Packet rgy.
- 5. 12/10 Wams Urea 11/11 - 12/10
- 6. 12/03 Find Someone W...
- 7. 12/08 Chapter 40 Vocab
- 8. 12/07 Cell Rep Prog
- 9. 12/02 How Bacteria Attach to Gramne
- 10. 12/02 Cell Crossword
- 11. 12/01 Chapter & Vocab & Review
- 12. 11/17 Vaccinations & Immune System
- 13. 11/17 Organ Systems Final Test

**Categories**

- A = Assignments
- FA = FFA Activities
- LW = Lab Work
- SRB = SAS & Record Book
- PS = Tests & Quizzes

1/5/2011
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Assignments: 26/10/12 Photosynthesis Study Guide 39. 9/29 Introduction to Ecology Vocab
27/10/12 Photosynthesis Song 40. 9/32 FTA Unit Test
28/10/12 Photosynthesis Crossword 41. 9/23 Creed Group Work
29. 10/4 Warm Ups 9/15 - 9/23 42. 10/2 FTA Manual Crossword
30. 9/30 Ecology Unit Exam 43. 10/27 FTA Study Guide
31. 9/28 Panel of Experts "Bio" 44. 10/27 Binder Check
32. 9/27 Succession Worksheet 45. 10/24 OS Quiz
33. 9/27 Food chains, Food Web, Biomes 46. 10/19 Syllabus
34. 9/25 Colony Collapse Disorder Artic 47. 10/18 Ecology Test
35. ATM Utilization Food, Animals, Pla 48. 10/17 Ecology Test
36. 9/17 Ecosystems & the Biome 49. 10/17 Ecology Test
37. 9/13 DAC Member Patc 50. 10/17 Ecology Test
38. 9/9 Warm Ups 8/23-9/9

Categories:
A = Assignments 45.02%
FA = FTA Activities 10.00%
DM = Lab Work 15.09%
PRS = Quiz & Recorded Test 10.00%
TC = Tests & Quizzes 20.00%

1/5/2011
# LMHS Record Book Checklist

**Student Name:** ____________  **Graded By:** ________

**Date:** ________  **Electronic Book:**  

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**TOTAL POSSIBLE POINTS:** 100

**General Comments:**

☐ Please remember to capitalize your entries, ☐ check your spelling and ☐ use complete sentences.

☐ Please add more detail to your ☐ Calendar  ☐ Journal  ☐ FFA Activities  ☐ Community Service

☐ You are missing one or more of your Business Agreements: ________________________________

☐ You are missing one of the following from your Business Agreement:
  
  ☐ Land  ☐ Capital  ☐ Management  ☐ Equipment  ☐ Profit or Loss

☐ Please schedule a time to meet with me about your:
  
  ☐ State Degree  ☐ Project Competition  ☐ Proficiency Application  ☐ Record Book ?’s

**Other Comments:**
SAE Supervision Forms
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: [Handwritten: Unknown]

2. VISITATION SITE: 
   ☐ SCHOOL
   ☐ SCHOOL FARM
   ☐ STUDENT RESIDENCE
   ☐ OTHER [Handwritten: Unknown]

3. PROJECT:
   A. [Handwritten: Unknown]
   B. [Handwritten: Unknown]
   C. [Handwritten: Unknown]
   D. [Handwritten: Unknown]

4. RECORD BOOK CURRENT & CORRECT: ☐ YES ☐ NO

5. GENERAL PROJECT COMMENTS:
   Weighed 164 on 7/24 to now at 191. AGE: 1.8 EXP: 370.2
   [Handwritten: Unknown]

6. SUGGESTIONS: Pig can't gain over 2 lbs a day from now thru Fair. Hold at this age. Keep feeding separately. Schedule a time to come in and update your record book.
[Handwritten: Unknown]

ADVISOR'S SIGNATURE [Signature]

STUDENT'S SIGNATURE [Signature]

DATE: [Handwritten: Aug. 9, 2011]
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: Courtnie Connelly

2. VISITATION SITE: 
   - [ ] SCHOOL
   - [X] SCHOOL FARM
   - [X] STUDENT RESIDENCE
   - [ ] OTHER

3. PROJECT:
   - [A] MKT SWINE
   - [B] 
   - [C] 
   - [D] 

4. RECORD BOOK CURRENT & CORRECT: 
   - [X] YES
   - [ ] NO

5. GENERAL PROJECT COMMENTS:

   WEIGHTED 153 H1 ON DAY WEIGHTED 195. WEIGHTS 191 TODAY.

   ADG: 2.5  EFW: 302

   WAS FEED 3 PER DAY

6. SUGGESTIONS:

   SCALE BACK FEED TO 1 CAN AM AND 1 PM. AIM TO REACH AN ADG OF LESS THAN 2 POUNDS A DAY.

   __________________________________________________________________________

   ADVISOR'S SIGNATURE ________________________
   STUDENT'S SIGNATURE ________________________
   DATE Aug 9, 2011 ________________________
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: EMELEE K.

2. VISITATION SITE:  
   - SCHOOL
   - SCHOOL FARM
   - STUDENT RESIDENCE
   □ OTHER

3. PROJECT:  
   A. 
   B. 
   C. 
   D. 

4. RECORD BOOK CURRENT & CORRECT:  
   □ YES  □ NO

5. GENERAL PROJECT COMMENTS: 
   #1 WEIGHTED 12.8 on 7/24 = NOW: 155  AGR: 1.8  EFN: 2.34
   #2 WEIGHTED 14.8 on 7/24 = NOW: 176  AGR: 1.9  EFN: 2.59

6. SUGGESTIONS: BOTH PIGS LOOK GOOD! IF YOU WANT PIG #1 HEAVIER... TRY MIXING IN CAKE MIX, JELLO, CAKE MINGA.
   OR ANY OTHER SUPPLEMENT TO MAKE IT MORE
   PALATABLE. SCHEDULE A TIME TO COME IN & WORK ON YOUR RECORD BOOK.

   ADVISOR'S SIGNATURE: ____________________________
   STUDENT'S SIGNATURE: ____________________________

   DATE: AUG 9, 2011
SAEP FFA ADVISOR VISIT  
(Supervised Agricultural Experience Program)

1. STUDENT NAME: Wyatt Redamenti

2. VISITATION SITE:  
   - [ ] SCHOOL  
   - [ ] SCHOOL FARM  
   - [X] STUDENT RESIDENCE  
   - [ ] OTHER

3. PROJECT: 
   A. MKT SWINE
   B. 
   C. 
   D. 

4. RECORD BOOK CURRENT & CORRECT:  
   - [ ] YES  
   - [X] NO

5. GENERAL PROJECT COMMENTS: 
   (WEIGHTED 118 ON JULY 24) WEIGHTS 151#  ADG = 2.14
   EFW = 272

6. SUGGESTIONS: 
   - KEEP FEEDING SUPPLEMENTS! BIG LOOKS GREAT! COME IN TO UPDATE YOUR RECORD BOOK.
   - YOU ARE READY FOR YOUR STATE DEGREE THIS YR!

   ADVISOR'S SIGNATURE

   STUDENT'S SIGNATURE

   DATE Aug 9, 2011
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: Courtille Connolly

2. VISITATION SITE:
   □ SCHOOL
   □ SCHOOL FARM
   □ STUDENT RESIDENCE
   □ OTHER

3. PROJECT:
   A. MARKET HOG
   B. 
   C. 
   D. 

4. RECORD BOOK CURRENT & CORRECT: ✓YES   ☒NO

5. GENERAL PROJECT COMMENTS:
   Big weights 133, gained 28 lbs, ADG = 1.86
   Estimated four weight = 265

   

6. SUGGESTIONS: Looks Great!

   

   

   

ADVISOR'S SIGNATURE

STUDENT'S SIGNATURE

DATE July 13, 2011
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: Wyatt Readmont

2. VISITATION SITE:
   A. SCHOOL
   B. SCHOOL FARM
   C. STUDENT RESIDENCE
   D. OTHER

3. PROJECT:
   A. MARKET Hog
   B. #
   C. #
   D. #

4. RECORD BOOK CURRENT & CORRECT: ☑ YES ☐ NO

5. GENERAL PROJECT COMMENTS: Pig weighs 100 lbs, gained 24 lbs. (ADG = 1.6) estimated fair weight 152 lbs.
   Feeding combat.

6. SUGGESTIONS: Install self feeder, worm in 3 weeks. Works good!

   ____________________________
   ADVISOR'S SIGNATURE

   ____________________________
   STUDENT'S SIGNATURE

   DATE: July 13, 2011
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: Shane Spencer

2. VISITATION SITE:  
   [ ] School
   [ ] School Farm
   [X] Student Residence Hogs
   [ ] Other Grandparents (Dairy Heifer)

3. PROJECT:  
   A. MKT SWINE
   B. DAIRY HEIFER
   C.  
   D.  

4. RECORD BOOK CURRENT & CORRECT:  
   [ ] YES  [X] NO

5. GENERAL PROJECT COMMENTS:  
   Hogs and Heifer look great. Facility is clean and very well constructed.  
   *Give student Handbook.

6. SUGGESTIONS:  
   Keep up the good work. Working with your Heifer halter may.

ADVISOR'S SIGNATURE  

STUDENT'S SIGNATURE Shane R. Spencer  

DATE June 30, 2011
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: KATIE PALMER

2. VISITATION SITE:
   - SCHOOL
   - SCHOOL FARM
   - STUDENT RESIDENCE
   - OTHER

3. PROJECT:
   - A. MKT HOG
   - B. 
   - C. 
   - D. 

4. RECORD BOOK CURRENT & CORRECT: ✓ YES  □ NO

5. GENERAL PROJECT COMMENTS: PIG WEIGHS 90, BACK UP WEIGHTS 95. BY DAYS TO FAIR, WILL WEIGH IN 2 WEEKS TO CALCULATE ADG. STUDENT FEEDING ASSOCIATED, PURCHASED FROM CG

6. SUGGESTIONS: WORM PIG TODAY. AREA LOOKS CLEAN!
   * GAVE STUDENT HANDBOOK

________________________________________
ADVISOR'S SIGNATURE

________________________________________
STUDENT'S SIGNATURE

________________________________________
DATE: JUNE 29, 2011
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: ____________

2. VISITATION SITE: 
   - SCHOOL
   - SCHOOL FARM
   - STUDENT RESIDENCE
   X OTHER ____________ RESIDENCE

3. PROJECT: 
   A. ____________
   B. ____________
   C. ____________
   D. ____________

4. RECORD BOOK CURRENT & CORRECT:  ✓ YES  ❌ NO

5. GENERAL PROJECT COMMENTS: PIG WEIGHS 122 LBS. WILL
   WEIGH IN 2 WEEKS TO CALCULATE AGT. (84 DTF).
   STUDENT FEEDING ASSOCIATED, PURCHASED FROM ETC.

6. SUGGESTIONS: WORM TODAY, PIG LOOKS CLEAN.
   *GAVE STUDENT HANDBOOK.

ADVISOR'S SIGNATURE ____________

STUDENT'S SIGNATURE ____________

DATE ____________
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: Zachary

2. VISITATION SITE: [ ] SCHOOL
   [ ] SCHOOL FARM
   [ ] STUDENT RESIDENCE
   [X] OTHER: Kourtney Residence

3. PROJECT:
   A. [ ] MKT SWINE
   B. [ ] [ ] [ ] [ ] [ ]
   C. [ ] [ ] [ ] [ ] [ ]
   D. [ ] [ ] [ ] [ ] [ ]

4. RECORD BOOK CURRENT & CORRECT: [ ] YES [ ] NO

5. GENERAL PROJECT COMMENTS:
   Pig weighs 127 lbs.
   85 days till fair, need to gain 1.8 lbs per day or less to make it 280 lbs or less.
   * GAVE HANDBOOK

6. SUGGESTIONS:
   Calculate ADG in 2 weeks and decide if it's necessary to feed separately then.
   * Remember to use sunscreen
   * Worm within the week

ADVISOR'S SIGNATURE

STUDENT'S SIGNATURE

DATE: June 28, 2011
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: EMALEE KOURAN

2. VISITATION SITE:  □ SCHOOL  
       □ SCHOOL FARM  
       □ STUDENT RESIDENCE  
       □ OTHER_____________________

3. PROJECT:        A. MARKET SWINE  
                   B. ___________________________
                   C. ___________________________
                   D. ___________________________

4. RECORD BOOK CURRENT & CORRECT:  □ YES  ✔ NO

5. GENERAL PROJECT COMMENTS: PURCHASED FROM G&G GENETICS, RICHFIELD  
                               PIG #1: 36 (HAMPSHIRE) * FEEDING SHOW 100 / 2 COFFEE CANS 2X DAILY  
                               PIG #2: 109 (H X Y) PURCHASED JUNE 3RD
                               *GAVE STUDENT HANDBOOK

6. SUGGESTIONS: WORM PIGS WITHIN A WEEK. YORK/HAMPS NEED MORE SUNSCREEN. PIN LOOKS CLEAN BUT MUDDY.

                        ____________________________________________
ADVISOR’S SIGNATURE

                        ____________________________________________
STUDENT’S SIGNATURE

DATE JUNE 28, 2011
SAEP FFA ADVISOR VISIT
(Supervised Agricultural Experience Program)

1. STUDENT NAME: wyatt redmond, june 28, 2011

2. VISITATION SITE:  
   [ ] SCHOOL  
   [ ] SCHOOL FARM  
   [ ] STUDENT RESIDENCE  
   [ ] OTHER

3. PROJECT:  
   A. MARKET SWINE
   [ ] COLD MEAT
   [ ] DRIED MEAT
   [ ] CASUEC CASUEC

4. RECORD BOOK CURRENT & CORRECT:  
   [ ] YES  
   [ ] NO

5. GENERAL PROJECT COMMENTS:  
   PIG WEIGHS 70 LBS.
   PURCHASED IN CORNING FROM DENVER. FEEDING COMBAT.
   AREA LOOKS CLEAN / PIG LOOKS HEALTHY.
   GAVE STUDENT HIS HANDBOOK

6. SUGGESTIONS:  
   WORM PIG WITHIN 1 WEEK. LOOK GREAT!

   [ ]
   [ ]

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Course Syllabus:  Agriculture Biology
Course Instructor:  Ms. Baxter
Office Phone:  384-7900 Ext: 1303
Email:  bmckee@tehamaed.org

Classroom:  205
Textbook:  Modern Biology
Author:  Holt, Rinehart and Winston
Website:  www.tinyurl.com/losmo

Course Description:
Agriculture Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Students will be involved in “hands-on” agriculture activities and projects. Participation in FFA activities is an integral part of this course. This course satisfies the Life Science laboratory “D” requirement for entrance into the University of California and California State University systems.

Supervised Agricultural Experience Project (SAEP) & Record Book:
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

FFA:
All students in the State of California enrolled in an Agriculture class are members of the FFA (Future Farmers of America). FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 3 FFA Activities per semester.

Basic Expectations:
1. Respect fellow students and instructor.
2. Please come to class prepared for the day’s lesson with assignments completed, your binder, pen/pencils and paper. (Especially on test days.)
3. Safety is number one. Horseplay will not be tolerated especially in lab environments.
4. You must keep a binder with the following sections:
   a. Warm Ups
   b. Vocabulary
   c. Notes & Handouts
   d. Labs & Projects

Updated August 2011
Grading:
Assignments 45%  
Tests and Quizzes 20%  
Labs & Projects 15%  
SAE & Record Book 10%  
FFA Activities 10%

AGRICULTURE BIOLOGY CURRICULUM PACING OUTLINE
*Course Outline Subject to Change at the Instructor's Discretion

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUGUST</td>
<td>FFA</td>
<td>History, Aims &amp; Purposes, Organization Levels, Emblem, Creed, Motto, Salute, Etiquette and Opportunities</td>
<td>CLF 510</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Photosynthesis &amp; Cell Biology</td>
<td>Photosynthesis, Plant Forms &amp; Functions, Respiration, The Calvin Cycle</td>
<td>1f</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Cell Biology</td>
<td>Cell Structure, Cell Function, Prokaryotic Cells, Eukaryotic Cells, Macromolecules</td>
<td>1a-1h</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Physiology &amp; Sem. I Final</td>
<td>Viruses, Bacteria, Major Organ Systems, Neurons, Nonspecific Defenses, AIDS, Enzymes, Vaccines</td>
<td>1b</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY</td>
<td>Genetics</td>
<td>DNA, Base Pairing Rule, Chromosomes, Mitosis, Meiosis, RNA, Transcription, Translation,</td>
<td>2a-2f, 4a-4e</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Genetics</td>
<td>Inheritance, Mendel's Law, Punnet Squares, Genetic Mutations &amp; Variation, Phenotype &amp; Genotype, Genetic Engineering</td>
<td>2g, 3a-3b, 5a-5c</td>
</tr>
<tr>
<td>MARCH</td>
<td>Evolution</td>
<td>Genetic Drift, Geographic Isolation, Lethal Alleles, Mutations, Genetic Variation, Hardy Weinberg equilibrium, Fossil Evidence,</td>
<td>7a-7f</td>
</tr>
<tr>
<td>APRIL</td>
<td>Review</td>
<td>Ecology, Photosynthesis, Cell Biology, Physiology, Genetics, Evolution</td>
<td>All</td>
</tr>
<tr>
<td>MAY</td>
<td>Star Test, SAE &amp; Dissections</td>
<td>SAE Project Planning, California FFA Record Books &amp; Sheep Eye Dissection or TBA</td>
<td>CLF610</td>
</tr>
<tr>
<td>JUNE</td>
<td>Review &amp; Semester II Final</td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

Student Name (please print): ____________________________________________

Parent Signature: ____________________________ Date: _______________

Updated August 2011
Course Syllabus: Agriculture Leadership
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303

Classroom: 205
Website: www.tinypurl.com/losmo
Email: bmckee@tehamaed.org

Course Description:
Agriculture Leadership is an elective course intended for junior and senior level students. The Ag Leadership course helps students acquire a broad understanding of a variety of leadership aspects, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study agriculture issues, agricultural careers, agricultural technologies, oral and written communication and public speaking. Curriculum caters to students pursuing postsecondary education, work force or trade schools. Students are required to attend 4 leadership events on the Curriculum Pacing Outline (pp. 2), including required events marked with a *.

Supervised Agricultural Experience Project (SAEP) & Record Book:
All students are required to participate in an SAE project which will allow the active application of science based principles in a "learn by doing" environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

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Basic Expectations:
1. Respect fellow students and instructor.
2. Each student is required to maintain a folder for this class. Folders will be provided. Students should keep all handouts, notes, and class/homework organized in their folder. The folder will be graded biweekly throughout the year; most often at the completion of a unit.

Grading:
Assignments 45%
Tests and Quizzes 20%
Labs & Projects 15%
SAE & Record Book 10%
FFA Activities 10%

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>
Course Syllabus: Plant Science  
Course Instructor: Ms. Baxter  
Office Phone: 384-7900 Ext: 1303  
Email: bmckee@tehamaed.org  
Classroom: 205  
Textbook: Sunset Western Garden Book  
Author: Edited by Kathleen Norris Brenzel  
Website: www.tinyurl.com/losmo

Course Description:

Plant Science offers hands-on experience in many areas of horticulture. Students learn basic horticultural plant structures and functions, propagation methods, growing media and fertilizers, landscaping, pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. Students examine horticultural tree, shrub, vine, and ground cover varieties, cultivars and native species of horticultural use. Common and specific names as well as pertinent facts on each species are correlated to field identification. The study of plant diseases, their causes, nature and control, as well as pathogen biology are examined. Units in this course will also cover turf grass management, landscape design and irrigation systems. This class satisfies the science elective graduation requirement. High school students enrolled in this class receive Shasta College Units through Dual Enrollment instruction.

Supervised Agricultural Experience Project (SAEP) & Record Book:

All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

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Basic Expectations:

1. Respect fellow students and instructor.
2. On lab days, come prepared to work in an outdoors (greenhouse, lath house etc.).
3. A notebook will be provided for this class and is to be updated and maintained daily.
Grading:
Assignments 35%
Tests and Quizzes 10%
Lab Work 35%
SAE / Record Book 10%
FFA Activities 10%

Classroom/Lab Instruction
SAE
FFA

90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

Plant Science: Units of Instruction

I. CALIFORNIA AGRICULTURE
   a. Focus on Horticulture & Floriculture Industry

II. FFA LEADERSHIP (CLF 511-518)
   a. FFA History, Aims & Purposes
   b. FFA Etiquette, Official Dress and Opportunities
   c. Contests

III. SUPERVISED AGRICULTURAL EXPERIENCE (SAE) (CLF 611-613)
   a. Record Books & Possible Projects

IV. CAREERS IN HORTICULTURE (CLF 6750)
   a. Educational and Career Opportunities
   b. Resumes & Job Interviews

V. BOTANICAL CLASSIFICATION (CLF 6102-6103, 6108)
   a. Taxonomy
   c. Climate Zones
   b. Plant Identification

VI. PLANT PARTS (CLF 6200-6203)
   a. Structures & Functions
   c. Growth Patterns
   b. Growth Requirements

VII. PHOTOSYNTHESIS & RESPIRATION (CLF6150)
   a. Photosynthesis
   c. Applications in Horticulture
   b. Respiration

VIII. SOILS & PLANTING MEDIA (CLF 6400)
   a. Soil Basics
   c. Composting
   b. Horticultural Soils

IX. PLANT PROPAGATION (CLF 6251-6253, 6255-6257)
   a. Sexual & Asexual Propagation
   d. Cuttings
   b. Parts of the Flower
   e. Budding/Grafting
   c. Seeds
   f. Separation/Division

X. DISEASES & PESTS (CLF 6300)
   a. Integrated Pest Management (IPM)

XI. ELEMENTS NECESSARY FOR PLANT GROWTH (CLF 6350)
   a. Micronutrients & N-P-K
   d. Soil Amendments
   b. Functions of Nutrients
   e. Determining Nutrient Deficiencies
   c. Reading Fertilizer Labels

XII. USING PLANTS IN THE LANDSCAPE (CLF 6500)
   a. Evaluation & Selection
   d. Frost Protection
   b. Planting Techniques
   e. Merchandising of Plants
   c. Seeding & Spacing

XIII. LAW AND TURF GRASS
   a. Installation
   b. Maintenance
Floral Design

**Course Syllabus:** Floral Design  
**Course Instructor:** Ms. Baxter  
**Phone:** 384-7900 Ext: 1303  
**Email:** bmckee@tehamaed.org  
**Website:** www.tinyurl.com/losmo

**Office:** 311 Woodshop Office  
**Classroom:** Room 205  
**Textbook:** The Art of Floral Design  
**Author:** Norah T. Hunter, 2nd Ed.

**Course Description:**  
This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care and handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include the customer consultations, pricing, and use of technology in the industry. Course instruction also includes topics such as construction of corsages and floral arrangements, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This course satisfies the Visual Preforming Arts area “F” requirement for graduation and entrance into the University of California and California State University systems. High school students enrolled in this class receive Shasta College Units through Dual Enrollment Instruction.

**Course Objectives:**

- Demonstrate the skills necessary to safely use floral tools and materials.
- Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
- Construct floral products for holidays, art interpretations, weddings, displays, or resale.
- Demonstrate floral design styles and arrangements, from different historic time periods.
- Demonstrate art principals & elements used in floral designs.
- Demonstrate understanding of flower and foliage production.
- Create a professional portfolio of career technical skills; including pictures of each arrangement constructed.
- Design and construct arrangements used in wedding and sympathy floral work.
- Complete a wedding planning project.
- Motivate students, as consumers, to appreciate floral design, and consider options as possible professionals in the industry.
- Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
- Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking, problem solving skills, and technological literacy related to the floral industry.
Floral Design: Units of Instruction

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Flower and Plant Identification
- Care/Handling of Cut Flowers & Foliage
- Themed Retail Arrangements
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design
- Arrangements and Corsages
- Dried and Silk Floral Designs
- Wedding Planning & Themes
- Basic Horticulture & Production
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities
- Holiday & Seasonal Arrangements
- Sympathy Flowers

Grading:
Assignments/Folder 30%
Arrangements/Labs 10%
Write Ups & Portfolio 30%
Clean Up & Behavior 10%
SAE / Record Book 10%
FFA Activities 10%

Classroom/Lab Instruction
SAE
FFA

90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

I. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

II. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 3 FFA Activities per semester.

III. Class Folders: Each student is required to maintain a folder for this class. Folders will be provided. Students should keep all handouts, notes, and class/homework organized in their folder. The folder will be graded biweekly throughout the year; most often at the completion of a unit.

Student Name (please print): ____________________________________________________

Parent Signature: ___________________________ Date: ____________________________
Agriculture Science

Course Syllabus: Agriculture Science I
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303

Email: bmckee@tehamaed.org
Office: 311 Woodshop Office
Classroom: Room 205
Website: www.tinyurl.com/losmo

Course Description:
This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Supervised Agricultural Experience Project (SAEP) & Record Book:
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

FFA:
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Basic Expectations:
1. Respect fellow students and instructor.
2. Remain seated unless you have teacher permission.
3. Safety is number one. Horseplay will not be tolerated especially in lab situations.
4. A notebook will be provided in this class and is to be kept updated, organized and complete on a daily basis. Please come to class prepared for the day’s lesson with assignments completed, your binder, pen/pencils and paper.

Revised August 2011
### Agriculture Science I: Units of Instruction

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Agriculture</strong></td>
<td>CLF 111-113, 121</td>
</tr>
<tr>
<td>- Major Ag Production Areas &amp; Economic Impact in California</td>
<td>CTE C1.0-1.6</td>
</tr>
<tr>
<td>- Value of Ag Commodities &amp; Ag Exports</td>
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<tr>
<td><strong>California Agriculture and the Environment</strong></td>
<td>CLF 122</td>
</tr>
<tr>
<td>- Water &amp; Urban Sprawl</td>
<td>CTE C2.0-2.5</td>
</tr>
<tr>
<td>- Leadership</td>
<td>CLF 511-518</td>
</tr>
<tr>
<td>- FFA History, Aims &amp; Purposes</td>
<td></td>
</tr>
<tr>
<td>- Career Development Events</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>CLF 531-534</td>
</tr>
<tr>
<td>- Group Work, Listening Skills, Speeches</td>
<td>FS 2.0, 3.0, 5.0, 7.0, 9.0</td>
</tr>
<tr>
<td><strong>Parliamentary Procedure</strong></td>
<td>CLF 521-528</td>
</tr>
<tr>
<td>- Running a Meeting, Robert’s Rules of Order</td>
<td></td>
</tr>
<tr>
<td>- Opening &amp; Closing Mtg. Competition</td>
<td></td>
</tr>
<tr>
<td><strong>Supervised Agricultural Experience (SAE)</strong></td>
<td>CLF 611-613</td>
</tr>
<tr>
<td>- Record Books &amp; Possible Projects</td>
<td></td>
</tr>
<tr>
<td><strong>Careers in Agriculture</strong></td>
<td>CLF 711-713, 811-813</td>
</tr>
<tr>
<td>- Research, Economics, Work Ethic, Portfolios</td>
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</tr>
<tr>
<td><strong>Animal Science</strong></td>
<td>CLF 211, 271-272</td>
</tr>
<tr>
<td>- Domestication &amp; Taxonomy</td>
<td>CTE C6.0-C9.0</td>
</tr>
<tr>
<td>- General Health Overview</td>
<td></td>
</tr>
<tr>
<td><strong>Swine Unit</strong></td>
<td></td>
</tr>
<tr>
<td>- Vaccinations, Ear Notching, Docking</td>
<td></td>
</tr>
<tr>
<td><strong>Dairy Unit</strong></td>
<td>CTE C6.0-C9.0</td>
</tr>
<tr>
<td>- Milk Production &amp; Dairy Husbandry</td>
<td></td>
</tr>
<tr>
<td><strong>Beef Unit</strong></td>
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<tr>
<td>- Dehorning</td>
<td></td>
</tr>
<tr>
<td><strong>Sheep Unit</strong></td>
<td></td>
</tr>
<tr>
<td>- Castration &amp; Docking</td>
<td>CTE C6.0-C9.0</td>
</tr>
<tr>
<td><strong>Specialty Animal Unit</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plant Science</strong></td>
<td>CLF 311-313, 315-316, 351-352</td>
</tr>
<tr>
<td>- Taxonomy, Plant Parts, Germination, Careers in Horticulture, Crop</td>
<td>CTE C10.0-C11.0</td>
</tr>
<tr>
<td>Production</td>
<td></td>
</tr>
<tr>
<td><strong>Plant Propagation</strong></td>
<td>CLF 331-332</td>
</tr>
<tr>
<td>- Grafting, Budding, Division, Pruning</td>
<td>CTE C10.0-C11.0</td>
</tr>
<tr>
<td><strong>Soils</strong></td>
<td></td>
</tr>
<tr>
<td>- Properties, Test Your Soil From Home</td>
<td></td>
</tr>
</tbody>
</table>

Student Name (please print): 

Parent Signature: ___________________________ Date: ____________

Revised August 2011
Agriculture Biology

Course Syllabus: Agriculture Biology
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303
Email: bmckee@tehamaed.org

Classroom: 205
Textbook: Modern Biology
Author: Holt, Rinehart and Winston
Website: www.tinyurl.com/losmo

Course Description:
Agriculture Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Students will be involved in “hands-on” agriculture activities and projects. Participation in FFA activities is an integral part of this course. This course satisfies the Life Science laboratory “D” requirement for entrance into the University of California and California State University systems.

Supervised Agricultural Experience Project (SAEP) & Record Book:
All students are required to participate in an SAE project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

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Basic Expectations:
1. Respect fellow students and instructor.
2. Please come to class prepared for the day’s lesson with assignments completed, your binder, pen/pencils and paper. (Especially on test days.)
3. Safety is number one. Horseplay will not be tolerated especially in lab environments.
4. You must keep a binder with the following sections:
   a. Warm Ups
   b. Vocabulary
   c. Notes & Handouts
   d. Labs & Projects

Updated August 2011
### AGRICULTURE BIOLOGY CURRICULUM PACING OUTLINE

*Course Outline Subject to Change at the Instructor's Discretion*

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUGUST</strong></td>
<td>FFA</td>
<td>History, Aims &amp; Purposes, Organization Levels, Emblem, Creed, Motto, Salute, Etiquette and Opportunities</td>
<td>CLF 510</td>
</tr>
<tr>
<td>11 days</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OCTOBER</strong></td>
<td>Photosynthesis &amp; Cell Biology</td>
<td>Photosynthesis, Plant Forms &amp; Functions, Respiration, The Calvin Cycle</td>
<td>1f</td>
</tr>
<tr>
<td>21 days</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>NOVEMBER</strong></td>
<td>Cell Biology</td>
<td>Cell Structure, Cell Function, Prokaryotic Cells, Eukaryotic Cells, Macromolecules</td>
<td>1a-1h</td>
</tr>
<tr>
<td>16 days</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>DECEMBER</strong></td>
<td>Physiology &amp; Sem. I Final</td>
<td>Viruses, Bacteria, Major Organ Systems, Neurons, Nonspecific Defenses, AIDS, Enzymes, Vaccines</td>
<td>1b</td>
</tr>
<tr>
<td>12 days</td>
<td></td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Semester II</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY</strong></td>
<td>Genetics</td>
<td>DNA, Base Pairing Rule, Chromosomes, Mitosis, Meiosis, RNA, Transcription, Translation</td>
<td>2a-2f, 4a-4e</td>
</tr>
<tr>
<td>20 days</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>FEBRUARY</strong></td>
<td>Genetics</td>
<td>Inheritance, Mendel's Law, Punnet Squares, Genetic Mutations &amp; Variation, Phenotype &amp; Genotype, Genetic Engineering</td>
<td>2g, 3a-3b, 5a-5c</td>
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<tr>
<td>16 days</td>
<td></td>
<td></td>
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<tr>
<td><strong>MARCH</strong></td>
<td>Evolution</td>
<td>Genetic Drift, Geographic Isolation, Lethal Alleles, Mutations, Genetic Variation, Hardy Weinberg equilibrium, Fossil Evidence</td>
<td>7a-7f</td>
</tr>
<tr>
<td>22 days</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>APRIL</strong></td>
<td>Review</td>
<td>Ecology, Photosynthesis, Cell Biology, Physiology, Genetics, Evolution</td>
<td>All</td>
</tr>
<tr>
<td>16 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAY</strong></td>
<td>Star Test, SAE &amp; Dissections</td>
<td>SAE Project Planning, California FFA Record Books &amp; Sheep Eye Dissection or TBA</td>
<td>CLF610</td>
</tr>
<tr>
<td>22 days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JUNE</strong></td>
<td>Review &amp; Semester II Final</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>4 days</td>
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<td></td>
<td></td>
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</table>
Course Syllabus: Agriculture Leadership
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303

Classroom: 205
Website: www.tinyurl.com/losmo
Email: bmckee@tchamaed.org

Course Description:
Agriculture Leadership is an elective course intended for junior and senior level students. The Ag Leadership course helps students acquire a broad understanding of a variety of leadership aspects, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study agriculture issues, agricultural careers, agricultural technologies, oral and written communication and public speaking. Curriculum caters to students pursuing postsecondary education, work force or trade schools. **Students are required to attend 4 leadership events on the Curriculum Pacing Outline (pg. 2), including required events marked with a *.**

Supervised Agricultural Experience Project (SAEP) & Record Book:
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**Basic Expectations:**
1. Respect fellow students and instructor.
2. Each student is required to maintain a folder for this class. Folders will be provided. Students should keep all handouts, notes, and class/homework organized in their folder. The folder will be graded biweekly throughout the year; most often at the completion of a unit.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>45%</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Labs &amp; Projects</td>
<td>15%</td>
</tr>
<tr>
<td>SAE &amp; Record Book</td>
<td>10%</td>
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<tr>
<td>FFA Activities</td>
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<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>F</td>
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</table>
# Agriculture Leadership Curriculum Pacing Outline

*Course Outline Subject to Change at the Instructor's Discretion*

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
<th>Contests &amp; Leadership Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AUGUST</strong></td>
<td>Time Management &amp; Goals Setting</td>
<td>✓ Time Management Strategies</td>
<td>CTE 9.0-9.6</td>
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</tr>
<tr>
<td>11 days</td>
<td></td>
<td>✓ Personal &amp; Professional Goals</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>✓ Research Judging Teams</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>✓ Research CDE Contests</td>
<td></td>
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</tr>
<tr>
<td><strong>SEPTEMBER</strong></td>
<td>Leadership &amp; Team Work</td>
<td>✓ Conflict Resolution, Defining Leadership</td>
<td>CTE 9.0-9.6</td>
<td>21-25th: Tehama District Fair</td>
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<tr>
<td>20 days</td>
<td></td>
<td>✓ Leadership Styles, Students as Effective Leaders</td>
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<tr>
<td></td>
<td></td>
<td>✓ Choose Judging Team &amp; CDE Contest</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✓ Proficiency Reports</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✓ Judging Team &amp; CDE Practice</td>
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<tr>
<td><strong>OCTOBER</strong></td>
<td>Oral Communication</td>
<td>✓ Public Speaking</td>
<td>CTE 2.3-2.4</td>
<td>13th: Shasta College Field Day, Redding</td>
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<tr>
<td>21 days</td>
<td></td>
<td>✓ Opening &amp; Closing Ceremonies Practice</td>
<td></td>
<td>18th: Farm Day, Red Bluff</td>
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<tr>
<td><strong>NOVEMBER</strong></td>
<td>Career Planning &amp; Management</td>
<td>✓ Career Opportunities</td>
<td>CTE 3.0</td>
<td>3rd: Eighth Grade Career Day, Red Bluff</td>
</tr>
<tr>
<td>16 days</td>
<td></td>
<td>✓ Postsecondary Education Options</td>
<td>CLF711</td>
<td><em>9th</em>: O&amp;C Public Speaking Contest, Red Bluff</td>
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<tr>
<td></td>
<td></td>
<td>✓ Scholarship Planning</td>
<td>CLF812</td>
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<tr>
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<td></td>
<td>✓ State Degree Applications</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✓ Judging Team &amp; CDE Practice</td>
<td></td>
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</tr>
<tr>
<td><strong>DECEMBER</strong></td>
<td>Employability Skills</td>
<td>✓ Self-Promotion, Job Applications</td>
<td>CTE 3.0</td>
<td>TBA: Breakfast with Santa</td>
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<tr>
<td>12 days</td>
<td></td>
<td>✓ Resume Writing, Interviewing</td>
<td>CLF721</td>
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<tr>
<td></td>
<td></td>
<td>✓ Judging Team &amp; CDE Practice</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Unit</th>
<th>Topics</th>
<th>Standards</th>
<th>Contests &amp; Leadership Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JANUARY</strong></td>
<td>Responsibility &amp; Flexibility</td>
<td>✓ Accountability in personal, work place and community roles</td>
<td>CTE 7.0-7.6</td>
<td><em>TBA: Chapter Level Job Interview Contest</em></td>
</tr>
<tr>
<td>20 days</td>
<td></td>
<td>✓ Judging Team &amp; CDE Practice</td>
<td>CLF741</td>
<td>TBA: Chapter Level Creed Contest</td>
</tr>
<tr>
<td><strong>FEBRUARY</strong></td>
<td>Problem Solving &amp; Critical Thinking</td>
<td>✓ Project Competition Reports</td>
<td>CTE 5.0-5.3</td>
<td>4th: Arbuckle Field Day</td>
</tr>
<tr>
<td>16 days</td>
<td></td>
<td>✓ National FFA Week</td>
<td>CLF540</td>
<td>17th: Sectional Contests, Shasta College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Judging Team &amp; CDE Practice</td>
<td></td>
<td></td>
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<tr>
<td><strong>MARCH</strong></td>
<td>Oral &amp; Written Communication</td>
<td>✓ Professional Correspondence</td>
<td>CTE 2.2</td>
<td>3rd: UC Davis Field Day</td>
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<tr>
<td>22 days</td>
<td></td>
<td>✓ Cover Letters, Portfolio Preparation</td>
<td>CLF530</td>
<td>10th: Chico State Field Day</td>
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<tr>
<td></td>
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<td>✓ Judging Team &amp; CDE Practice</td>
<td>CLF440</td>
<td>17th: Merced College Field Day</td>
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<tr>
<td></td>
<td></td>
<td>✓ Senior Project Presentation Guidance</td>
<td></td>
<td>31st: MJC Field Day</td>
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<tr>
<td></td>
<td></td>
<td>✓ Computer Applications</td>
<td></td>
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<tr>
<td><strong>APRIL</strong></td>
<td>Parliamentary Procedure</td>
<td>✓ Running a Business Meeting</td>
<td>CLF520</td>
<td>14th: Reedley College Field Day</td>
</tr>
<tr>
<td>16 days</td>
<td></td>
<td>✓ Developing an Agenda</td>
<td></td>
<td>20-24th: State FFA Convention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Judging Team &amp; CDE Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAY</strong></td>
<td>Economy of CA Agriculture &amp; Agriculture Issues Research</td>
<td>✓ Current &amp; Historical Ag Issues</td>
<td>CLF110</td>
<td>5th: Cal Poly, State FFA Finals</td>
</tr>
<tr>
<td>22 days</td>
<td></td>
<td>✓ Media Training &amp; Public Perception</td>
<td></td>
<td>11th: Shasta Section Project Competition</td>
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<tr>
<td></td>
<td></td>
<td>✓ Agriculture Issues Presentation</td>
<td></td>
<td>18th: FFA Banquet</td>
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<tr>
<td><strong>JUNE</strong></td>
<td>Final Exam</td>
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<td>Updated: August 2011</td>
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</tbody>
</table>
Course Syllabus: Plant Science
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303
Email: bmckee@tehamaed.org

Classroom: 205
Textbook: Sunset Western Garden Book
Author: Edited by Kathleen Norris Brenzel
Website: www.tinyurl.com/losmo

Course Description:
Plant Science offers hands-on experience in many areas of horticulture. Students learn basic horticultural plant structures and functions, propagation methods, growing media and fertilizers, landscaping, pruning, etc. Students gain an understanding of plant classification, anatomy, production and utilization. Students examine horticultural tree, shrub, vine, and ground cover varieties, cultivars and native species of horticultural use. Common and specific names as well as pertinent facts on each species are correlated to field identification. The study of plant diseases, their causes, nature and control, as well as pathogen biology are examined. Units in this course will also cover turf grass management, landscape design and irrigation systems. This class satisfies the science elective graduation requirement. High school students enrolled in this class receive Shasta College Units through Dual Enrollment instruction.

Supervised Agricultural Experience Project (SAEP) & Record Book:
All students are required to participate in an SAEP project which will allow the active application of science based principles in a “learn by doing” environment. The project will be documented in the FFA Record Book. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAEP may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

FFA:
All students in the State of California enrolled in an Agriculture class are members of the FFA (Future Farmers of America). FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student’s grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of $3$ FFA Activities per semester.

Basic Expectations:
1. Respect fellow students and instructor.
2. On lab days, come prepared to work in an outdoors (greenhouse, lath house etc.).
3. A notebook will be provided for this class and is to be updated and maintained daily.
Grading:
Assignments  35%
Tests and Quizzes  10%
Lab Work  35%
SAE / Record Book  10%
FFA Activities  10%

Classroom/Lab Instruction

SAE

FFA

Plant Science: Units of Instruction

I. CALIFORNIA AGRICULTURE
   a. Focus on Horticulture & Floriculture Industry

II. FFA LEADERSHIP (CLF 511-518)
   a. FFA History, Aims & Purposes
   b. FFA Etiquette, Official Dress and Opportunities
   c. Contests

III. SUPERVISED AGRICULTURAL EXPERIENCE (SAE) (CLF 611-613)
   a. Record Books & Possible Projects

IV. CAREERS IN HORTICULTURE (CLF 6750)
   a. Educational and Career Opportunities
   b. Resumes & Job Interviews

V. BOTANICAL CLASSIFICATION (CLF 6102-6103, 6108)
   a. Taxonomy
   c. Climate Zones
   b. Plant Identification

VI. PLANT PARTS (CLF 6200-6203)
   a. Structures & Functions
   c. Growth Patterns
   b. Growth Requirements

VII. PHOTOSYNTHESIS & RESPIRATION (CLF6150)
   a. Photosynthesis
   c. Applications in Horticulture
   b. Respiration

VIII. SOILS & PLANTING MEDIA (CLF 6400)
   a. Soil Basics
   c. Composting
   b. Horticultural Soils

IX. PLANT PROPAGATION (CLF 6251-6253, 6255-6257)
   a. Sexual & Asexual Propagation
   d. Cuttings
   b. Parts of the Flower
   e. Budding/Grafting
   c. Seeds
   f. Separation/Division

X. DISEASES & PESTS (CLF 6300)
   a. Integrated Pest Management (IPM)
   b. Safe use of Pesticides/Herbicides/Fungicides/Insecticides

XI. ELEMENTS NECESSARY FOR PLANT GROWTH (CLF 6350)
   a. Micronutrients & N-P-K
   d. Soil Amendments
   b. Functions of Nutrients
   e. Determining Nutrient Deficiencies
   c. Reading Fertilizer Labels

XII. USING PLANTS IN THE LANDSCAPE (CLF 6500)
   a. Evaluation & Selection
   d. Frost Protection
   b. Planting Techniques
   e. Merchandising of Plants
   c. Seeding & Spacing

XIII. LAWN AND TURF GRASS
   a. Installation
   b. Maintenance
Floral Design

Course Syllabus: Floral Design
Course Instructor: Ms. Baxter
Phone: 384-7900 Ext: 1303
Email: bmckee@tehamaed.org
Website: www.tinyurl.com/losmo

Office: 311 Woodshop Office
Classroom: Room 205
Textbook: The Art of Floral Design
Author: Norah T. Hunter, 2nd Ed.

Course Description:
This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care and handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include the customer consultations, pricing, and use of technology in the industry. Course instruction also includes topics such as construction of corsages and floral arrangements, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This course satisfies the Visual Preforming Arts area “F” requirement for graduation and entrance into the University of California and California State University systems. High school students enrolled in this class receive Shasta College Units through Dual Enrollment instruction.

Course Objectives:
- Demonstrate the skills necessary to safely use floral tools and materials.
- Correctly condition and handle cut flowers, foliage, and plants used in the floral industry.
- Construct floral products for holidays, art interpretations, weddings, displays, or resale.
- Demonstrate floral design styles and arrangements, from different historic time periods.
- Demonstrate art principals & elements used in floral designs.
- Demonstrate understanding of flower and foliage production.
- Create a professional portfolio of career technical skills; including pictures of each arrangement constructed.
- Design and construct arrangements used in wedding and sympathy floral work.
- Complete a wedding planning project.
- Motivate students, as consumers, to appreciate floral design, and consider options as possible professionals in the industry.
- Exposure to FFA floral design career development events and supervised agricultural experiences in the floriculture industry.
- Integrate art standards, mathematics standards, language arts standards, and career employability standards including creative thinking, problem solving skills, and technological literacy related to the floral industry.

Updated August 2011
Floral Design: Units of Instruction

- Introduction to Floral Design
- Safety and Tool/Material Identification
- Flower and Plant Identification
- Care/Handling of Cut Flowers & Foliage
- Themed Retail Arrangements
- Art Definitions and Color Schemes
- Principles and Elements of Design
- History of Floral Design

- Arrangements and Corsages
- Dried and Silk Floral Designs
- Wedding Planning & Themes
- Basic Horticulture & Production
- Business Skills, Pricing, & Marketing
- Professional Skills & Opportunities
- Holiday & Seasonal Arrangements
- Sympathy Flowers

Grading:

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<thead>
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<td>Arrangements/Labs</td>
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<tr>
<td>Write Ups &amp; Portfolio</td>
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<tr>
<td>Clean Up &amp; Behavior</td>
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<tr>
<td>SAE / Record Book</td>
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<tr>
<td>FFA Activities</td>
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<table>
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<td>80-89%</td>
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<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>0-59%</td>
<td>F</td>
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</table>

I. California Agriculture Record Book / Approved SAE Project: Students will complete a Record Book and maintain the information pertaining to their approved Supervised Agricultural Experience Project, and all FFA Activities. The Record Book (properly updated and correctly completed) is worth 10% of the total grade earned. This will be primarily an in-class activity, but the activities & participation recorded will be extracurricular. This SAE may consist of a project in the field of agriculture, science, or industrial technology, and will allow students to experience career skills in the industry. Examples include: metal or wood shop projects, customer service, horticulture, community service, gardening, working in floral design, landscaping, and livestock (breeding or market animals).

II. FFA Participation: FFA is an organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. The FFA is an integral part of every agricultural class. Every student's grade will be enhanced by participation in this organization. Meetings, events, field days, fundraisers, conferences, community service, and competitions are just a few of the ways students can become involved in the FFA. There is a requirement of 3 FFA Activities per semester.

III. Class Folders: Each student is required to maintain a folder for this class. Folders will be provided. Students should keep all handouts, notes, and class/homework organized in their folder. The folder will be graded biweekly throughout the year; most often at the completion of a unit.

Student Name (please print): __________________________

Parent Signature: __________________________ Date: __________
Course Syllabus: Agriculture Science I
Course Instructor: Ms. Baxter
Office Phone: 384-7900 Ext: 1303

Email: bmckeetehamaed.org
Office: 311 Woodshop Office
Classroom: Room 205
Website: www.tinyurl.com/losmo

Course Description:
This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Supervised Agricultural Experience Project (SAEP) & Record Book:
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Basic Expectations:
1. Respect fellow students and instructor.
2. Remain seated unless you have teacher permission.
3. Safety is number one. Horseplay will not be tolerated especially in lab situations.
4. A notebook will be provided in this class and is to be kept updated, organized and complete on a daily basis. Please come to class prepared for the day’s lesson with assignments completed, your binder, pen/pencils and paper.

Revised August 2011
# Agriculture Science I: Units of Instruction

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>STANDARDS</th>
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<tr>
<td><strong>California Agriculture</strong></td>
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<tr>
<td>o Major Ag Production Areas &amp; Economic Impact in California</td>
<td>CLF 111-113, CTE C1.0-1.6</td>
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<tr>
<td><strong>Value of Ag Commodities &amp; Ag Exports</strong></td>
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<td><strong>California Agriculture and the Environment</strong></td>
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<td>o Water &amp; Urban Sprawl</td>
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<td><strong>Leadership</strong></td>
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<td>o FFA History, Aims &amp; Purposes</td>
<td>CLF 511-518</td>
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<td>o Career Development Events</td>
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<td><strong>Communication</strong></td>
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<td>o Group Work, Listening Skills, Speeches</td>
<td>CLF 531-534, FS 2.0, 3.0, 5.0, 7.0, 9.0</td>
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<td><strong>Parliamentary Procedure</strong></td>
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<td>o Running a Meeting, Robert’s Rules of Order</td>
<td>CLF 521-528</td>
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<td>o Opening &amp; Closing Mtg. Competition</td>
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<td><strong>Supervised Agricultural Experience (SAE)</strong></td>
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<td>o Record Books &amp; Possible Projects</td>
<td>CLF 611-613</td>
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<td><strong>Careers in Agriculture</strong></td>
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<td>o Research, Economics, Work Ethic, Portfolios</td>
<td>CLF 711-713, 811-813</td>
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<td><strong>Animal Science</strong></td>
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<tr>
<td>o Domestication &amp; Taxonomy</td>
<td>CLF 211, 271-272, CTE C6.0-C9.0</td>
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<td>o General Health Overview</td>
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<td><strong>Swine Unit</strong></td>
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<td>o Vaccinations, Ear Notching, Docking</td>
<td>CTE C6.0-C9.0</td>
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<td><strong>Dairy Unit</strong></td>
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<td>o Milk Production &amp; Dairy Husbandry</td>
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<td><strong>Beef Unit</strong></td>
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<td>o Dehorning</td>
<td>CTE C6.0-C9.0</td>
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<tr>
<td><strong>Sheep Unit</strong></td>
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<tr>
<td>o Castration &amp; Docking</td>
<td>CTE C6.0-C9.0</td>
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<td><strong>Specialty Animal Unit</strong></td>
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<td><strong>Plant Science</strong></td>
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<tr>
<td>o Taxonomy, Plant Parts, Germination, Careers in Horticulture, Crop Production</td>
<td>CLF 311-313, 315-316, 351-352, CTE C10.0-C11.0</td>
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<td><strong>Plant Propagation</strong></td>
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<td>o Grafting, Budding, Division, Pruning</td>
<td>CLF 331-332, CTE C10.0-C11.0</td>
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<td><strong>Soils</strong></td>
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<tr>
<td>o Properties, Test Your Soil From Home</td>
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Student Name (please print): ________________________________

Parent Signature: ________________________________ Date: ________________

Revised August 2011
FFA Program of Activities

*Please See Program Plan
Recruitment Program:

An Agriculture Education program recruitment brochure was created to promote the program. Yet, in an era dominated with social media, brochures are often overlooked by students and appreciated more by parents. The LMHS FFA brochure is clean, colorful and informative however it is often supplemental in comparison to other more aggressive recruitment and retention tools. More effective forms of recruitment are our department website and use of Animoto slideshows. The best way to market our program to potential students is through persuasion from current/past students. Current LMHS Ag. Students create an “AG Bag” for recruitment events. Inside the four by six inch bags, prospective students will find the department brochure, a student testimonial titled “Why I Dig my Ag Class,” candy and a pocket flyer directing them to our website. The website then reveals in depth information about the Department, but more importantly to a teenager are the links to event photos and Animoto Slideshows. The Animoto’s engage potential students with dynamic pictures and interactive video clips, accompanied by popular music. In this section you will find a printed PowerPoint copy of the LMHS Website presentation.

Also included in this section are multiple copies of the LMHS FFA Bulldog Bite Newsletter. These newsletters are an informative way to recruit students to our program, through descriptive articles focusing on student and program success. The LMHS Ag. Dept. participates in multiple other recruitment activities with local feeder schools. Among these activities are the 8th Grade Career Day, 8th Grade Orientation, FFA Fiesta, Curriculum Fair, Farm Day and Floral Design Outreach Projects. Included is a printed PowerPoint presentation used at some recruitment events. LMHS is limited to three very small feeder schools, so we must to our best to expose schools outside of our district to our stellar program.

In addition to recruitment activities above, in the final pages of this section you will find a series of eight recruitment flyers. These flyers are used during the FFA Officer Election week to encourage members to attend the FFA Officer Election Meeting. Recruiting FFA leaders is equally as important as recruiting potential FFA members.
Welcome to the... Agriculture Department

LMHS Agriculture Department
Phone: (530)384-7900 Fax: (530)384-1534
7900 Sherwood Boulevard, Los Molinos, CA 96055
Ms. Baxter: bmcke@tehamaed.org
Mr. Stevens: wstevens@tehamaed.org
Why Ag?

Classroom
- Agriculture Science 1
- Agriculture Biology
- Agriculture Science II
- ROP Animal Science
- Directed Work Experience:
  - Veterinary Science
- ROP Agriculture Mechanics
- Introduction to
  - Woodshop/Farm Shop
- ROP Metal Fabrication
- Floral Design
- Horticulture Science
- Agriculture Leadership

FFA
- LEADERSHIP OPPORTUNITIES
  - Team Competitions:
    - Parliamentary Procedure
    - Opening & Closing Ceremonies
    - Career Development Events
  - Individual Competitions:
    - Public Speaking Contests
    - Livestock Showmanship
    - Fair Exhibits
    - Project Competition
  - Leadership Development:
    - Greenhand Conference (9th)
    - Made for Excellence Conference (10th)
    - Advanced Leadership Academy (11th)
    - Sacramento Leadership Experience (12th)
    - State Leadership Conference (9th - 12th)
    - National Convention (10th - Graduate)

The FFA Mission:
To make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

SQE
- SUPERVISED AGRICULTURAL EXPERIENCE
  - Practical Application
  - Budgeting & Record Keeping
  - Inventory Control
  - Life Skills
  - Computer Applications
- Student Enterprises:
  - Livestock Enterprises
  - Crop Production
  - Agricultural Mechanics
  - Horticulture
  - Work Experience
Los Molinos High School FFA
Website Development

Target Audience
Los Molinos High School Students

Target Audience Size & Scope
• 178 LMHS Students
• 116 LMHS FFA Students

Target Audience Considerations
• School Demographics

Los Molinos Size & Scope
• 1,952 People
• 23% Hispanic

Expanded Target Audience
• Tehama County
The World at Our Fingertips

Development of the Topic
Why a website?

1. Contact Information
2. Course Offerings
3. Recruitment & Retention

Website Development

- Microsoft FrontPage 2003
  - Website administration tool
- Web Graphics
- Interactive Buttons
- Creative License

Development & Design Process Goals:

- Simple
- Organized
- Consistent
- User-friendly

Simple

Organized

Los Molinos High School
Agricultural Science
Consistent

User-friendly

Development & Design Process
- No Template
- No Automatic Website Generator

SEO
- Search Engine Optimization
- Our website is search engine friendly!

Media Elements

Media Element Access
- News segments & broadcasts
- The "Bulldog Bite" FFA Newsletter
Pictures

LMHS Photos:
- Student Media Waivers

Copyright License Photos:
- Type - Royalty Free

Future Goals

- Enhance use in Multiple Browsers

Thank You!
Twelve to Receive Prestigious Degree

State Degree Recipients on the Rise

January 16th – The State FFA Degree is the highest degree awarded from the California State FFA Association. Recipients must have earned or productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time on their Supervised Agricultural Experience (SAE) Project. Requirements also include leadership involvement, public speaking, academic achievement and community service. Students listed below will be awarded their Sate Degree on March 17th at a Banquet, held in the CSU, Chico Bell Memorial Union Hall.

- Leonard Diaz - Senior
- Ashley Havel - Junior
- Lizzy Irite - Junior
- Michael King - Junior
- Lillia Langarica - Senior
- Francis Ocampo - Junior
- Ryan Perez - Junior
- Jessica Quike - Junior
- Nicole Quike - Junior
- Graham Wagnerfuhr - Junior
- Kariat Wagnerfuhr - Senior
- Bryer Whetstone - Junior

“We’ll light your fire!” Fire Wood Fundraiser Heats Up

February 4th – February marked the beginning of firewood raffle ticket sales for LMHS FFA. Purchasing a ticket will enter participants to win a cord of Almond fire wood. Four cords will be raffled off on February 23rd. All wood was donated by Pacific Farms. FFA Students will deliver and stack the wood for each of the four winners. Tickets are on sale for $10 each. Only 104 tickets will be sold. The student with the highest ticket sales will win a personalized FFA Jacket or a $50 gift certificate to www.ffo.org.

Shasta College Public Speaking Contest

Two Earn First Place in Job Interview & Extemporaneous Speaking

February 5th – The 17th Annual Shasta College Career Development Event Contest began with nervous butterflies and finished with laughter in the air from LMFFA competitors. High school students from surrounding counties competed in events such as Prepared Public Speaking, Extemporaneous Public Speaking, Creed Recitation and Job Interview. LM contestants had to initially qualify by placing in the top two at the Chapter Level Contest held on January 22nd, in order to proceed to the sectional level at Shasta College. Their hard work and preparation was evident as they made their way up to the front of the crowd to claim their plaques and certificates. Kenny Brewer, 1st Place Extemporaneous Public Speaking and Shirlyn Robley, 1st Place Job Interview, will continue on to compete at the Regional Level in March.

Butte College “Arc Exposure” Weld Camp

January 19-21st – Mr. Stevens and five FFA students attended the Butte College sponsored “Arc Exposure” weld camp, last month. Participants went on an industry tour and ended at Butte College with a great demonstration from PG&E. The following two days included classroom instruction and hands on learning for both the students and the instructors. The Welding Technology Program at Butte College is a vocational core of courses designed to produce qualified personnel for certified welding jobs.

Student Slated for Regional FFA Office

February 4th – After a series of comprehensive interviews at the Chico State Agriculture Teaching & Research Center, Junior, Bryer Whetstone has been slated on the ballot for Regional FFA Office. Whetstone, prepared with a day of interview training hosted by the Chico State College of Agriculture on January 29th. Whetstone will next campaign and write an election speech to be presented on March 17th.

‘Living to Serve’ Students Volunteer at Farm Bureau Dinner

January 14th – Nine FFA Students put on their blue corduroy to serve meals at the 74th annual Farm Bureau Dinner, held at the Veterans Hall, last month. “It was a good opportunity to help people in the community,” said sophomore Teresa Avalos. The Farm Bureau graciously donated $100 to the LMHS FFA for their evening of service. Volunteers included Teresa Avalos, Jessica Medina, Nick Hunt, Michaela Doyle, Kenny Brewer, Bryer Whetstone, Tamara Ables, Elaine Coulter and Bridget Cossio.
National FFA Week a School Wide Success

February 22-26 - National blue and corn gold streamers lined the halls of LMHS last month to celebrate National FFA Week. FFA officers coordinated events throughout the week to promote FFA and reward members for their dedication to the organization. The week began with a perfect tomato plant for all teachers and staff, thanks for their support of the program. Other events included an egg toss at lunch, a group picture in the quad, relays at the Wednesday night meeting and ice cream for all members on Friday. Kenny Brewer and Paty Ocampo were also featured on 103.5 The Blaze, a local morning radio program.

Nursery Landscape Team Defying the Odds

March 6 - Three freshmen proudly represented LMHS FFA on Saturday March 6th at the University California Davis, FFA Field Day, Nursery Landscape Contest. Students from over 140 schools throughout California traveled to compete in over 27 career development events that day. The Nursery Landscape Contest is one of the most difficult contests available to FFA members. The contest includes identification of over 200 plant species, a test on general horticulture knowledge, judging shrubs, trees and flats, as well as giving oral reasons in a panel of judges. Los Molinos brought the only three 9th grade students to the contest that day and walked away with 5th place in the transplanting portion of the contest. On March 13 the team competed at the CSU, Chico & Butte College FFA Field Day, advancing to third place in transplanting. Pictured above (left to right): Tamara Ables, Zack Ruiz and Bridget Cossio.

Floral Design Team Arranging their Way to the Top

March 6 - Floral Design students have been perfecting their skills and this dedication became evident at the University California Davis, FFA Field Day and Chico State Field Day. Team scores were within points of placing in the top five. The contest includes flower, foliage and tool identification, corsage construction, arrangement construction and flower judging. Practices are held three to four times a week in preparation. Team members will continue to prepare for the following field days:

- Saturday March 13 - Chico State Field Day
- Saturday March 20 - Lathrop Field Day
- Saturday March 28 - Modesto JC Field Day
- Saturday April 17 - Fresno State Field Day
- Saturday May 1 - Cal Poly State Finals

What's all the buzz about?

March 2 - The Animal Science students have been busy learning about the importance of the bee industry in the state of CA and have learned many skills in the field of apiculture. At the culmination of the unit each student learned how to construct beeswax candles from sheet wax. Many students will use the candles as a new FFA project to be sold during the Holiday seasons. It was a pleasure to watch the students create a product and a business plan to market the candles they made in class.

Firewood Fundraiser Heats Up

March 4 - Ninety firewood fundraiser raffle tickets were sold, earning the LMHS FFA $900. Congratulations to the four winners who will each receive a cord of Almond firewood, donated by Pacific Farms. FFA members will deliver and stack the wood for each of the following winners: Trish Ables, Carrie Costa, Tim Walker and Carolee Sims.

Strengthening Vocational Skills in Agriculture Mechanics

The welding students have been perfecting their skills in MIG, gas and arc welding these past few weeks as they prepared for the Chico State Field Day. The welding team members which included Mike Kling, Wyatt Redmond and Nick Hunt spent several evenings with students from the welding program at Butte in preparation for the contest. Students have also been busy building wood racks, picnic tables, work benches and a variety of other projects. The hands on skills they learn through these projects will benefit them as they graduate from LMHS and obtain employment in the agriculture industry.

LMHS FFA members have also been practicing for the tractor driving contest (Farm Power) by driving the John Deere through and obstacle course. They are schooled on time and precision as they maneuver through the course. The Farm Power team members include Shawn Minor, Larry Minor, Trevor O’Dell and Elaine Coulter.
BBQ Tri-Tip Drive-Thru, Rain or Shine
Second Annual FFA BBQ Tri-Tip Drive-Thru Weathers the Storm

April 2nd — Four hundred ninety seven pounds of Tri-Tip, 294 cups of beans, 212 bags of salad, 12 bottles of ranch dressing, 772 dinner rolls, 116 students, 3 dedicated dads and one incredibly supportive community made this years FFA Tri-Tip Drive Thru a total success! Proceeds earned from this fundraiser will be used to send fifteen students to the 82nd annual State FFA Convention in April. Special thanks to Steve Brewer, Max Kling and Robert Boyes for enduring the wet weather to BBQ all day.

Proficiency Award State Finalists

The Agricultural Proficiency Awards program like the FFA motto, helps students set goals and learn practical skills. The program rewards FFA members at the local, state and national levels for exceptional accomplishments and excellence in a Supervised Agricultural Experience (SAE) program. A SAE program is a key component of agricultural education at Los Molinos. While working on an SAE project, students learn to apply the concepts and principles taught in their agriculture classes to real-world problems and scenarios. Juniors Michael Kling and Graham Wagenfuhr have done just that and will be competing at the state level in April. Each student will be interviewed at the State Finals for their opportunity to advance to the national level.

Michael Kling
Wildlife Management – Entrepreneurship/Placement:
Typically strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, Fish & Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wild game. Wildlife ducks, geese, quail and pheasants are eligible if used as an income enterprise.

Graham Wagenfuhr
Forest Management and Products – Entrepreneurship/Placement:
Using the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, Forest Service, making and selling cedar shakes and firewood, and wood chips/mulch.

KHSYL TV Kids in Action; FFA Spotlight

March 17th — More than 750 high school students attended the Superior Region Annual FFA Meeting held at Chico State, in March of last month. Reporter, Rick Carhart witnessed the ceremonies, competitions, awards and officer elections that day. Junior, Bryer Whetstone of Los Molinos was a Regional Officer Nominees, having submitted a resume, passed a series of interviews, and given a two minute speech in front of his peers. Whetstone was selected on that day; however he is proud to have taken the opportunity to represent his chapter on the regional level. Whetstone has inspired other young FFA members to take that same challenge next year. Los Molinos FFA last held a regional office in 1987. The Superior FFA Region encompasses 54 chapters, from just north of Sacramento to the Oregon border. To watch this and other Kids in Action Spotlights, go to www.khsyltv.com and click on Kids in Action in the left hand column.
Swine Enterprises Draw Community Support

May 29th – While the halls fall quiet in the summer months at Los Molinos High School, the school barn is bustling with over thirty students raising livestock for the Tehama District Fair. Over half of the students who raise swine for the fair look to the community for financial support to initiate their projects. Pictured left, Natasha Madison and “Bruce” are a perfect example of how the communities of Los Molinos and Vina invest in their youth. Madison was a novice showman last fall and returned again this spring to raise another market hog. This experience would not be a loan provided by a local community member. “Students learn valuable life skills through their Supervised Agricultural Experience Projects (SAE’s). Record keeping, business agreements, livestock handling, swine husbandry, calculating average daily gain and managing nutrition are just a few elements of such SAE’s. Nine of the twenty-three swine exhibitors have received private community loans which will be paid back in full upon sale of their animal, after the auction in September. The LMHS FFA is in search of three more student loans in the amount of $257.00 each. Please contact Ms. McKee if you are able to help.

“This Sow with a reason, grow with a purpose”

May 7th – The first annual LMHS Plant Sale was held last month after spending over a year renovating the greenhouse facilities. The sale was held over a three day period and earned over $300. All plants were propagated, grown, maintained and marketed by LMHS agriculture students. Due to popularity, the Plant Science program plans to increase its sales by having one sale in the coming fall of 2010 and another sale in the spring of 2011. Students gauge their clientele and have already been planning popular varieties to grow next.

FFA Chapter Officer Elections

High Caliber Speakers Compete for Leadership Roles in the FFA

April 26th – Twelve students completed applications and gave a 3-5 minute speech in hopes of being elected as a 2010-2011 LMHS FFA officer. “It was one of the most talented groups of officer election speeches I had seen since 1984,” said advisor Bill Stevens. The ballots were counted and results were announced at the FFA Awards Banquet on May 27th. Results were as follows: President: Francis Ocampo, Vice President: Keith Weinkauf, Secretary: Shirllyn Robley, Treasurer: Bridget Cossio, Reporter: Natasha Madison, Sentinel: Tamara Ables and Historian: Michael Kling.

The Art of Floral Design

June 1st – Sixteen students in the Floral Design program traveled to Red Bluff earlier this month to promote art in the community. This field trip was made possible from a $500 grant received from the California Arts Council “arts lover” License Plate Program. Pop artist Wayne Thiebaud designed the Arts License Plate, titled Coastline (see below). The proceeds from the fee for this specialty license plate benefit California Arts Council programs for children and arts organizations throughout California.

LMHS Floral Design students traveled to Lassen House Assisted Living to partner up with a senior citizen and share their love for the art of floral design. Over twenty arrangements were made and left as a gift to cultivate an appreciation for art. This event was also featured on the front page of the Red Bluff Daily News on June 2nd, 2010.
The Heart of CTE

June 14th - The shop students completed the year by exhibiting several projects at the Silver Dollar Fair and completing a practical final consisting of a written exam in addition to a oxy-acetylene, MIG and Arc welding practical final. The shop students will be coming in throughout the summer to work on projects that need to be completed for the following school year as well as improving their developing techniques. Several students expressed interest in working on the farm throughout the summer to organize and clean some of the pieces of “old” farm equipment found on the perimeter of the field. Many of the students also have summer jobs where they will be using the skills they have developed throughout the year in the shop. The summer employment for the students is an opportunity to develop another Supervised Agricultural Experience Project (SAE). These hours can then be added to their record books which will increase the number of State FFA Degree’s for Los Molinos FFA next spring.

State Proficiency Award Winner

As a State Proficiency Winner in the area of Wildlife Management, Mike Kling will be completing his National application this week in his quest as the National winner. Mike has logged several hundred hours in the field of wildlife management and now has the opportunity to represent Los Molinos at the National level. Should Mike be recognized as a National Finalist he will be required to attend the National FFA Convention in November, held in Indianapolis Indiana.

Poultry & Lamb Enterprises

June 14th - Los Molinos FFA students have been preparing for the upcoming Tehama District Fair by purchasing their lambs this week and next week from ranchers in Yreka and Durham. The students meet with the ranchers and select the highest quality lambs to continue the tradition of showing champions under Los Molinos FFA. Several students will be exhibiting Poultry projects also this year but will not acquire the birds until the beginning of August. Linzy Irla will strive to repeat the honor of Champion Meat Pen and hopefully be joined by another Los Molinos FFA member as the Reserve Champion Meat Pen. After the success Irla had last year, several students have decided to follow in her foot steps and also exhibit poultry in the fall.

Above: Linzy Irla, Fall 2009 Tehama District Fair.

LMHS Graduate to Receive American FFA Degree

May - Cooper Berens completed the welding program at Butte College in May and successfully finished the process of certification. Very few students have survived the grueling program at Butte College in the area of welding and fabrication; which requires the students to attend classes six days a week from 7:00 AM to 5:00 PM. Cooper ranked as one of the top welders in the class and will now be entering a program to become gainfully employed by PG&E.

Cooper was also successful in his quest to obtain the highly sought American FFA Degree. Cooper spent weeks working on his record books and the American Degree application to make sure he would earn this prestigious honor. Very few students are granted the American FFA Degree so we are extremely proud of Cooper and his accomplishment. Cooper will be receiving his Degree at the National FFA Convention in Indianapolis, Indiana, in November.

Over 200 in Attendance at Annual FFA Awards Banquet

May 27th - The FFA Banquet was a huge success this year with over 200 people in attendance, feasting on slow cooked seasoned beef and pork shoulder roast. Students were recognized for the accomplishments and awards they received throughout the 2009-2010 school year. The 2010-2011 FFA officers were installed and Robert Boyes was selected as the Honorary Chapter FFA Member for his continued assistance and support of the agriculture department. Special thanks to Steve and Jana Brewer, Max Kling, Judy Henderson and Carolyn Reed for all of the help they provided to make the banquet a first class event. The support that the Agriculture Department receives from the parents, community and school board is second to none. Thank you for another wonderful year!
**LMHS FFA Shines at Tehama District Fair**

**Outstanding Achievements:**
- Directors Choice Award – Market Hog Display
- 100% Group 1 Market Hogs
- Clean Bam Award – Market Hogs
- 3rd Place Market Hog – Francis Ocampo
- 4th Place Market Hog – Wyatt Redamonti
- FFA Reserve Champion Market Lamb – Miranda Friel
- FFA Champion Market Lamb – Cadence Bonham
- Supreme Champion Ewe – Cadence Bonham
- 2nd Place H.W. Lamb & Champion Drive – Carly Sims
- 1st Place FFA Showmanship – Cooper Berens
- Grand Champion Poultry Meat Pen – Linzy Irle
- Ag. Mech. Best of Show – Trevor Chamberlin

**Junior Livestock Auction Highlights:**
- Total Gross: $370,000
  - Beef: $3.42/lb.
  - Sheep: $7.53/lb.
  - Swine: $4.94/lb.
  - Poultry: $23.70/lb.

September 24th – The 2010 Tehama District Fair brought another year of success to Los Molinos FFA Exhibitors. Exhibitors represented their families, school and community with pride. This year’s Show Team consisted of 24 swine exhibitors, 5 sheep exhibitors, 1 beef exhibitor and 1 poultry exhibitor. An article in the Red Bluff Daily News quoted the Jr. Livestock Auction Chairman saying, “...he was especially impressed with the participants from Los Molinos a sentiment Director Tonya Redamonti seconded. I was highly impressed with the conduct of the kids and how clean the barns were, Redamonti said.”

**Student Earns “Young Farmer of the Year” Award**

November 2nd – Senior, Bryer Whetstone was named Tehama County’s Young Farmer of the Year last week by the Red Bluff Rotary Club. In his written essay, Bryer talked about the traditions that farming families follow, as well as the modern advances in farming, such as machinery and sustainability practices. This Tehama County teen shows how a balance between football, farming, and a great attitude can pay off. To see the interview, log on to [www:khs1.com](http://www:khs1.com) and click on Kids in Action.

**FFA to Lead 4-H Officer Training Night**

November 12th – The LMHS FFA Officer Team has been selected to orchestrate this year’s 4-H Officer Training, from 6:30-9:30pm, this Friday in Red Bluff. The FFA Officers have been working in cooperation with Ms. Rita Boyes, the Tehama County 4-H Director. The 4-H Officer Training will allow FFA Officers to practice their leadership and public speaking skills, while reaching out to potential future Los Molinos FFA members. How many other high school students do you know that would gladly give up a Friday night like this?

**Young Leaders Win Public Speaking Contest**

November 3rd – Forty-one FFA members traveled to West Valley High School last week to participate (dominate) in multiple Career Development Events (CDE’s). Contest highlights included:
- 1st Place Novice Opening & Closing Ceremonies Team: Chantal Narve, Ramiro Castallon, Rosanne Ruiz, Connie Laverger, Geoffry Field, Cynthia Barajas
- 1st Place Farm Records Team: Lauren Bartlack, Ryan Mohs, Mike Kling
- 1st Place Farm Records Individual: Ryan Mohs
- Outstanding Novice Cattle: Geoffry Field, Outstanding Advanced Vice President: Brittany Zeigler
- 3rd Place Officer Opening & Closing Ceremonies Team: Frances Ocampo, Jana Northup, Sherley Robby, Bridget Conlin, Natashaudson, Tamara Abbas
- 5th Place Cooperative Marketing Team: Ernesto Murillo, Teresa Avila, Beatrix Salazar
- BBC Final Round: Adriana Garcia, Samuel November, Katie Palmer, Jordan Graham, Rosalindi Brunuki, Justin Rogers

**LMHS FFA Hosts CSU, Chico Future Ag Teachers**

November 5th – Twenty-four CSU, Chico future agriculture teachers made their way through the hallways of Los Molinos High School last week, on their AGED 210 annual tour. LMHS was selected as one of three schools in the north state for this visit. Selected for its exemplary agriculture program, Los Molinos High School replaced Red Bluff High School as a destination for the tour in 2009. The tour began with a hands on, seed sowing lab activity facilitated by the Plant Science class, followed by a tour of the John Pitter Livestock Barn and welding/woodshop facility. We hope to see Dr. Brad Dodson and his next group of future agriculture educators again next year.

**College Outreach in Agriculture Classes**

October 22nd – The CSU, Chico Outreach Coordinator and four Chico State Agriculture Ambassadors visited LMHS juniors and seniors last month in their agriculture classes. Topics of discussion included financial aid, scholarships, campus trivia, housing options, the College of Agriculture and many more opportunities that a higher education has to offer. On November 10th, the second of several more college outreach presentations will be given by the Shasta Community College, Agriculture and Natural Resource Leadership Team.

**New Names in the Ag Dept.**

Student teacher, Rebecca Hine joined the LMHS bulldogs beginning last summer. Ms. Hine has been instrumental in coaching the Best Informed Greenhand Team, Farm Records Team and teaching the Agriculture Science class in a full time capacity. Ms. Hein is a native of Elk Grove and plans to complete her second phase of student teaching at Sheldon of Elk Grove. Ms. Hein’s cooperating teacher was Ms. McKee, but now it’s Mrs. Baxter, because Ms. McKee finally got married and changed her name to Bonnie Baxter.
**“Parli-Pro” on the go!**
January 2011 – “Debate? Debate?” Seeing no further debate, we shall now proceed to vote. These zealous words can be heard from room 205, as the Novice Parliamentary Procedure Team kicks off its first season and a new era at LMHS. The purpose of the Parliamentary Procedure or “Parli-Pro” team is to promote efficient meetings so that business can be transacted in an orderly manner. A knowledge of Parli-Pro not only strengthens chapter meetings, but also provides members with valuable leadership tools for participation in the chapter, community and other organizations. The Parli-Pro team will travel this spring to compete at several high schools and colleges throughout the state.

**LMHS Welcomes Chico State Student Teacher**
January 2010 – Rachelle Yates of Escalon has joined the LMHS FFA team as advisor for her Practicum II student teaching experience. Yates is well versed in horticulture and will be coaching the novice Parli-Pro team. She completed her Practicum II Student Teaching at Los Plumas High School, in Oroville. She will be demonstrating her vast knowledge and skills in the Plant Science and Agriculture Science classes thru the end of the semester, under the supervision of Ms. Baxter.

**CASH for Corduroy**
Fundraiser Supports Chapter Creed Contest Competitors
December 2011 – LMHS FFA held its first “CASH for Corduroy” fundraiser to help sponsor jackets for chapter level Creed Contest participants. The Creed Contest, a public speaking event, will be held on January 24th, 2011 and is limited to 9th graders. The remarkable increase in creed participants prompted the chapter to hold the fundraiser to reward students for their involvement. Only first and second place students will move on to the sectional level; however, all fourteen students that compete will receive their very own embroidered FFA jacket, compliments of their community.

**FFA Students say, “Save me a Spot in College!”**
December 2010 – The Tehama County Office of Education provided over 40 shirts to LMHS students with the logo, “Save me a spot in college.” All students in 6th-12th grade in California are eligible to enter this scholarship contest. Winners receive scholarships between $500 and $2,500 for college! Freshman, Elizabeth Freymeyer, is a shirt recipient and a motivated future scholarship candidate. Her plan is to attend UC, Davis and major in Agriculture Sci. to pursue a career in Biotechnology.

**FFA Program Growth**
Recruitment and Retention Strategies Increases Enrollment
December 17th – Over forty 6th graders received their FFA Greenhand Degree and bronze FFA pins last month. The Greenhand degree is the first in a series of four degrees available to earn in the FFA. Requirements for the degree include satisfactory plans for a supervised agricultural experience project and detailed knowledge and history of the FFA organization’s aims and purposes. The class of 2014 marks the largest group of active 9th graders in the FFA program over the last four years.

**Firewood Fundraiser**
December 13th-January 6th - One of the most profitable fundraisers the chapter holds is a firewood fundraiser. This year the members sold 200 tickets total, at the price of ten dollars each. Of those hundred tickets, four winners will be drawn for a 25% chance to win a cord of firewood. The raffle will take place in late January, and participants don’t have to be present to win. As an added bonus, FFA members will deliver and stack the firewood. The top ticket seller competition among members ended in a dramatic three-way tie this year. Three members tied for top seller and will be rewarded an FFA Jacket. The FFA is grateful to Pacific Farms for donating the firewood, two years in a row.

**Community Service**
December 11th – As the Christmas spirit reached Los Molinos, several of our members joined in by lending a hand at the 2010 Breakfast with Santa. Eight members volunteered their time for this community event held in the Veteran’s Hall. They presented themselves in the official dress and helped bus tables for the duration of the breakfast. Just a week later, our members participated in one last community service project for the holidays. The chapter received a message asking for volunteers to serve as bell ringers for the Salvation Army, and once again several eager volunteers rose to the occasion. For three days, members in blue jackets stood outside the doors of Nu-Way ringing bells to raise funds for the Salvation Army. The participation for these two projects was done in an effort to give back to the community that has been incredibly generous to our organization.
Los Molinos Leads the Section in State Degrees

2011 FFA State Degree Recipients

- Audrianna Gillett – Junior
- Brianna Graber – Senior
- Carly Sims – Junior
- Haley Ables – Junior
- Jessica Williams – Junior
- Marcos Garcia – Junior
- Natasha Madison – Junior
- Ryan Mekech – Junior
- Shirllyn Robley – Junior

January 27th – The State FFA Degree is the highest degree awarded from the California State FFA Association. Recipients must have earned or productively invested at least $1,000, or worked at least 500 hours in excess of scheduled class time on their Supervised Agricultural Experience (SAE) Project. Requirements also include leadership involvement, public speaking, academic achievement and community service. Students will be awarded their Sate Degree on March 16th at a Banquet, held in the CSU, Chico Bell Memorial Union Hall.

Job Interview Students Place at Etna Public Speaking Contest

February 3rd – The three hour car ride was worth every winding turn on the way home from the Etna Public Speaking Invitational, held last week. LMHS FFA was represented by three Job Interview Contestants, and two Creed public speakers. Contest highlights included Tamara Ables placing second and Shirllyn Robley placing fifth, in the Job Interview Contest. The contest proved to be a valuable opportunity for all competitors to acquire more practice before the sectional contest that will be held at Shasta College on February 17th.

Sixty Schools Attend Arbuckle Field Day

LMHS FFA Competes Against Central Valley Agricultural Schools

February 5th – The small town of Arbuckle welcomed hundreds of high school FFA members for their 15th Annual Arbuckle Field Day, held last Saturday. Schools traveled from across California, in some cases over 14 hours round trip, to compete in the reputable event. Ten Los Molinos High School FFA members gathered at five am to make their way to Arbuckle that Saturday. The contest was an excellent opportunity for students to flex their knowledge and skills, while competing against powerhouse schools from California’s central valley. Los Molinos students were repeatedly recognized in the gym during the awards ceremony as they placed in their respective contests. Students will continue their quest for red and blue ribbons at the UC Davis Field Day in March.

Butte College “Arc Exposure” Weld Camp

January 20-21st – Mr. Stevens and two FFA students attended the Butte College sponsored “Arc Exposure” weld camp, last month. Participants went on an industry tour and erosed at Butte College with a great demonstration from PG&E. The following two days included classroom instruction and hands on learning for both the students and the instructors. The Welding Technology Program at Butte College is a vocational core of courses designed to produce qualified personnel for certified welding jobs.

Students’ Prepare for Regional FFA Officer Interviews

February 8th – After a series of comprehensive practice interviews at the Chico State Agriculture Teaching & Research Center, sophomores Tamara Ables and Bridget Cosio prepare for their final Regional FFA Officer interview on February 8th. Forty-two students applied for Regional FFA Office this year. That number was then narrowed to thirty after a paper screening of student applications. Applications consisted of resumes, cover letters and essay questions. Tuesday’s interviews will determine the top two candidates to be slated for each position.
Student Earns 3rd Place at Chico State Creed Contest
February 16th – Freshman, Eric Haley proudly represented his FFA chapter, school and community last month at the Chico State Creed Public Speaking Contest. Haley earned 3rd place in the contest with his poised recitation of the five paragraphs and articulate answers to the judges multi-part questions.

Star Farmer Finalist
March 16th – Linzy Irie was honored as the Star Farmer for the Shasta Section FFA this year and will compete for the Star Regional Farmer Award. This award is bestowed upon a student with an outstanding project accompanied by an accurate set of records detailing all of the financial aspects of the projects over the past three years. Linzy’s projects are in the area of horse management, poultry production and ranch management. Linzy raises and shows exotic birds and also exhibits poultry meat birds at the Tehama District Fair. Over the past two years Linzy exhibited the Champion Poultry Meat pen and sold the two pens for a total of $1850.00 at the fair. She has gained invaluable experience and knowledge through her projects that will serve her well as she continues her education at Shasta College.

University California Davis FFA Field Day
Over 3,000 Students & 142 Schools Gather to Compete at UC Davis
March 4th – “Judging season,” as it is more commonly referred to by FFA members, officially begins with the start of the UC Davis FFA Field Day. This year was no different. Thousands of students gathered to compete in over thirty different career development events. Los Molinos FFA was represented by their Parliamentary Procedure Team, Floral Design Team, Milk Quality Judging Team and Nursery Landscape Team (pictured below). Judging season will continue at California State University Chico and Butte College on Saturday, March 12th.

Sub Contest Team Awards:
1st Place Team, Reasons
2nd Place Team,Transplanting
3rd Place Team, Judging

Sub Contest Individual Awards:
2nd Place Reasons, Bridget Cosio
3rd Place Transplanting, Shirllyn Robley
4th Place Reasons, Shirllyn Robley
5th Place Judging, Bridget Cosio
6th Place Reasons, Shirllyn Robley

Overall: 6th Place Team

Grow with a Reason
Sow with a Purpose
March 6th – Los Molinos FFA students have been presented with the unique opportunity to experience production agriculture, in the horticulture industry. The Plant Science and Agriculture Science classes will be sowing over 1500 tomato seeds in their 40 ft. greenhouse. After germination and four to five weeks of growth, the tomatoes will be transplanted to acreage in Tehama County. A local grower is funding this Supervised Agricultural Experience project and has made a donation to the program for their contributions to local farming.

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Tehama County Farm Bureau Welcomes LMFFA
February 16th – FFA Chapter Officers, Francis Ocampo, Shirllyn Robley and Natalie Madison were invited to speak at the TCFF meeting last month in Red Bluff. The FFA Officers gave a six minute presentation about LMHS FFA program growth, goals and accomplishments. The Officers were also able to meet and greet with community members.

Colusa County Farm Show
February 2nd – Students enrolled in shop classes had the opportunity to visit the Colusa Farm Show last month and explore the many facets of agricultural careers available. The students spent an entire day viewing the latest innovations in agricultural technology and production. The Colusa Farm Show serves as a forum for all agriculturists to converge and display their products for the industry. Field trips such as this enable the students to explore and evaluate the myriad of opportunities available to them.
LMHS FFA Bulldog Bite

Los Molinos High School Agriculture Department
Premier Leadership, Personal Growth and Career Success through Agriculture Education

A-G 

Floral Design Class Earns Visual Performing Arts UC/CSU Approval

March – The Los Molinos High School FFA is proud to announce that the Art and History of Floral Design has been approved as an "A-G" Visual Performing Arts course. The Art and History of Floral Design provides an introduction to artistic and creative perception, including aesthetic valuing through a series of projects in various media. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. The Agriculture Department at LMHS will now offer two UC/CSU approved courses, including Floral Design and Agriculture Biology. The broader educational goal sought by the approval of this course was to ultimately enhance the diversity of course offerings available to students.

Los Molinos High School is striving to produce academic achievers, critical thinkers and effective communicators who have received a rigorous education compliant to acceptance into the UC or CSU systems. Implementing this course into our existing ornamental horticulture career pathway will produce students who are not only educated in the discipline of visual arts, but also possess skills necessary to pursue a career in the area of ornamental horticulture. This course is intended to increase the number of high school graduates who receive a complete education, fulfilling area "F" of the required "A-G" courses. Plans for future alignment include a course submittion to fulfill area "G" that includes Plant & Soil Science. In addition to the current approval of Agriculture Biology, the course Animal Anatomy & Physiology can also be submitted to fulfill a second laboratory science in area "Q". Offering these courses will enhance the caliber of our CTE program, VPA course selections and increase opportunities for Los Molinos students to graduate prepared to enter the UC or CSU systems.

Horticulture Teams Rank in California’s Top 5

March 12th – The College of Agriculture of California State University, Chico and the Agriculture and Natural Resources Department at Butte Community College invited all FFA members to participate in the 43rd Annual Statewide FFA Field Day last month. More than 1,800 high school students from 84 schools and four states registered to attend. The field day was an opportunity for FFA students to compete in over 20 skill competitions such as livestock judging, agriculture pest control, vegetable crop judging, farm records, and many more. LMHS Dairy Products, Livestock Judging, Floral Design and Nursery Landscape teams demonstrated their technical competence, leadership and communication skills and earned recognition for their hard work, dedication and commitment to the agricultural industry.

The Floral Design team earned 3rd place, ranking among FFA programs like Galt and Lodi High Schools, whose combined attendance is nearly eight times the size of LMHS. The Nursery Landscape Team earned 5th place, ranking among powerhouse central valley schools such as Hanford, Atwater and Clovis. Each of these teams will be competing at Fresno State University on Saturday, April 8th, and have qualified to compete at State Finals in May.

FFA Landscape Raffle
It's as easy as 1-2-3-trees.

April 26th – The winner of the LMHS Landscape Raffle will be drawn this month to receive a day of landscape maintenance and design. Raffle tickets can be purchased for $10 each. Each ticket enters participants to win the services of a team of budding horticulturists, who will pamper their plants, whack their weeds, trim their trees, harness their hedges, fertilize their flowers & leave their lawn looking lavish! The LMHS greenhouse is bursting with plants perfect for the winner’s yard! The winner will be drawn on April 26th. Participants do not need to be present to win. Proceeds from the Landscape Raffle will be used toward the costs of the twenty two students who will be attending the State FFA Convention in Fresno this month.

Fresno Here We Come

2011 State FFA Conference

April 15th – More than 5,000 high school students, advisers and guests are expected to attend the largest annual conference Fresno hosts – the 82nd California State FFA Leadership Conference coordinated by California State University, Fresno, April 15-19th at Selland Arena in downtown Fresno. The four-day conference attracts young agricultural leaders from over 300 chapters of the California FFA. It is coordinated by the university’s Jorden College of Agricultural Sciences and Technology. The conference encourages students to develop personal and team leadership skills, discover agricultural careers, establish lasting friendships, and strive for success. The Los Molinos FFA will be represented by 20 students and two delegates at this year’s conference.
LOS MOLINOS HIGH SCHOOL

SPRING 2011 FFA UPDATE

PROGRAM SIZE & SCOPE

- 178 LMHS Students
- 116 LMHS FFA Students

35% 65%

PROGRAM LEADERSHIP

OUR MISSION

- To develop the potential for premier leadership, personal growth and career success through agriculture education.

PROGRAM CURRICULUM

- Agriculture Science
- Floral Design
- Plant Science
PROGRAM CURRICULUM

Animal Science
Agriculture Mechanics
Agriculture Biology

SUPERVISED AGRICULTURAL EXPERIENCE

Sheep Enterprises
Poultry Enterprises
Swine Enterprises

SUPERVISED AGRICULTURAL EXPERIENCE

Beef Enterprises

CAREER DEVELOPMENT EVENTS

LMHS FFA at West Valley High School, Fall 2010

CAREER DEVELOPMENT EVENTS

Creed Speaking
Job Interview
Prepared Public Speaking

CAREER DEVELOPMENT EVENTS

Novice Parliamentary Procedure
Opening & Closing Ceremonies Contest
Farm Records
Recruitment Program Examples:

2011 Curriculum Fair
ALL TEHAMA COUNTY RESIDENTS ARE INVITED!

What: Los Molinos High School Curriculum Fair and Parent Information Meeting

When: April 13th, at 6:30 pm

Where: Los Molinos High School, 7900 Sherwood Blvd., Los Molinos, California (turn East on Grant St., off Highway 99E)

Los Molinos High School wants to give your student the opportunity for success. We would like to invite interested parents and students to see what Los Molinos High School offers. All teachers will be present, examples of student work will be on display, special programs will be showcased, students will perform and demonstrate their learning, and information about how to attend Los Molinos High School will be provided.

Los Molinos High School is proud of having high academic standards, high expectations, and high performance. The school also has a wide range of programs to interest and engage every student, including a large, active, and successful Future Farmers of America (FFA) program, the Advancement via Individual Determination college-preparatory program (AVID), and a chapter of the California Association FHA-HERO. These programs, and many others, will have information available at the Curriculum Fair.

In addition to personalized education, small classes in a small-school setting, and a responsive administration, Los Molinos High School also offers a full range of athletics, including Soccer, Football, Volleyball, Boys and Girls Basketball, Baseball, Softball, Track and Field, and Wrestling.

This event is open to all Tehama County residents. If you are interested in the Los Molinos Unified School District, this is the event for you!

For more information, call (530) 384-7900

Para informacion en Español llame al (530) 384-7900
Recruitment Program Examples:

8th Grade Career Day, Red Bluff
TOP 15 REASONS TO BE A FFA OFFICER

#15 It’s cool
#14 Make friends
#13 Team Bonding
#12 Baxter’s driving
#11 The food
#10 Be a rock star
#9 Beat Las Vegas
#8 Learn to fly
#7 State Convention
#6 Get digits
#5 Become mayor
#4 Legit Public Speaking Skills
#3 Community Service
#2 Awards & Scholarships
#1 Premier Leadership
FFA OFFICER ELECTIONS
04-28
Who will you vote for?

VOTE
FFA OFFICER ELECTIONS

04-28

Who will take their places?

VOTE
Keep your head above water...

04-28

BE A LEADER

FFA OFFICER ELECTIONS

VOTE
FFA OFFICER ELECTIONS

What will your team look like?

04-28

VOTE
FFA OFFICER ELECTIONS

04-28

Don't ride the fence....
04-28

FFA OFFICER ELECTIONS

It's a dirty job... but someone has to do it!

VOTE
Los Molinos FFA, Chapter Scrapbook Examples:
Summer Activities Calendar

11

Supporting Completion Materials, B. Baxter
### July

#### July 2011

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**Pick Pig** 8 School Out 7

**Tug & Weigh** 9:30 am 9

**Weight Day at 7 am** 10

**SAE Home Visits** 11:30 am 11

**Monday FFA Mentor Retreat** 12

**Tuesday** 13

**Tyler** 14

**Weight Day at 7 am** 15

**Friday** 16

**Saturday** 17

### August

#### August 2011

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**Tuesday** 2

**Wednesday** 3

**Thursday** 4

**Friday** 5

**Saturday** 6

**August 9 & 16: Advanced Showmanship Practice** 7

**Aug 11 & 18: Novice Showmanship Practice** 8

**Aug 19 & 22: Weigh Days 7 am** 9

**Shayla** 10

**Katie M.** 11

**Aug 15 & 22: Weigh Days 7 am** 12

**Shayla** 13

**Katie M.** 14

**Karen** 15

**Aug 16 & 17: Advanced Showmanship Practice** 16

**Aug 17: FFA Mentor Retreat** 17

**Aug 18: FFA Mentor Retreat** 18

**Shayla** 19

**Katie M.** 20

**Shayla** 21

**Katie M.** 22

**Karen** 23

**August 29** 24

**School Out** 25

**Shayla** 26

**Katie M.** 27

**Shayla** 28

**Shayla** 29

**Katie M.** 30

**Karen** 31

**Sunday** 31

### September

#### September 2011

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**Monday** 1

**Tuesday** 2

**Wednesday** 3

**Thursday** 4

**Friday** 5

**Saturday** 6

**Advanced & Novice Showmanship- TFA TDF: Sept 21-25** 7

**Showmanship Practice** 8

**Aug 11 & 18: Novice Showmanship Practice** 9

**Aug 19 & 22: Weigh Days 7 am** 10

**Shayla** 11

**Katie M.** 12

**Karen** 13

**Aug 16 & 17: Advanced Showmanship Practice** 14

**Aug 15 & 22: Weigh Days 7 am** 15

**Shayla** 16

**Katie M.** 17

**Karen** 18

**August 29** 19

**School Out** 20

**Shayla** 21

**Katie M.** 22

**Karen** 23

**August 30** 24

**School Out** 25

**Shayla** 26

**Katie M.** 27

**Karen** 28

**Shayla** 29

**Katie M.** 30

**Karen** 31

**September 31** 31

### Calendar

#### June 2011

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**School Out** 8

**Weight Day at 7 am** 9

**SAE Home Visits** 10

**Weight Day at 7 am** 11

**Counselor** 12

**Weight Day at 7 am** 13

**Katie M.** 14

**Katie M.** 15

**Katie M.** 16

**Katie M.** 17

**Katie M.** 18

**Katie M.** 19

**Katie M.** 20

**Katie M.** 21

**Katie M.** 22

**Katie M.** 23

**Shayla** 24

**Shayla** 25

**Katie M.** 26

**Shayla** 27

**Shayla** 28

**Katie M.** 29

**Katie M.** 30

**Katie M.** 31

**June 31** 31

### Swine Exhibitor Calendar

#### June 2011

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**Weight Day at 7 am** 8

**SAE Home Visits** 9

**Weight Day at 7 am** 10

**Katie M.** 11

**Katie M.** 12

**Katie M.** 13

**Katie M.** 14

**Katie M.** 15

**Katie M.** 16

**Katie M.** 17

**Katie M.** 18

**Katie M.** 19

**Katie M.** 20

**Katie M.** 21

**Katie M.** 22

**Katie M.** 23

**Shayla** 24

**Shayla** 25

**Katie M.** 26

**Shayla** 27

**Shayla** 28

**Katie M.** 29

**Katie M.** 30

**Katie M.** 31

**June 31** 31

### Event Calendar

#### July 2011

- **July 11: Weight Day at 7 am**
- **July 12: Weight Day at 7 am**
- **July 18: Weigh Day at 7 am**
- **July 24: Weigh Day at 7 am**

#### September 2011

- **September 21: Showmanship Practice**
- **September 22: Showmanship Practice**
- **September 23: Showmanship Practice**

### Note

- Dates and times may vary, please check with event organizers for accurate information.
<table>
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<th>MONDAY</th>
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<tr>
<td>8 Weigh Pigs 7am</td>
<td>9 Advanced Smship 7 Weigh House Pigs 9-11:30am 1-2:30pm JV Varsity Tryouts 11-12:30pm</td>
<td>10 9:30 Costco for Fiesta Varsity Volleyball JV Varsity Tryouts 11-12:30pm 12:30-3</td>
<td>11 Novice Smship 7am FFA FIESTA 1:30 Volleyball - Varsity 9-11:30am 11-12:30pm</td>
<td>12 Volleyball Bonding Day</td>
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<td>15</td>
<td>16 Advanced Smship 7am Teacher In-Service Day Volleyball 3:30-5:30</td>
<td>17 First Day of School Varsity Volleyball 3:30-4:30</td>
<td>18 Novice Smship 7am FFA Officer Lunch Mtg.</td>
<td>19 Volleyball 3:30-4:30</td>
<td>20 Superior Region Sectional Officer Mtg.</td>
<td>21 Flora Fresh Show in Sac. (Baxter)</td>
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<td>22 Weigh Pigs 7am</td>
<td>23</td>
<td>24 Volleyball @ Shasta Scrimmage 3:30 (leave 2pm)</td>
<td>25 FFA Officer Lunch Mtg.</td>
<td>26 Football vs. Williams 5:30</td>
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<td>29 Minimum Day</td>
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<td>30 Volleyball @ Corning 4:00 (leave 2:30)</td>
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Chapter FFA Meeting, All Officers Activity, Freshman Fiesta, Water Activities, Food: Hot Dogs & Hamburgers Date: August 13th Time: 2:30 PM
### June 2012

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<th>MONDAY</th>
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<tr>
<td>Senior Awards Night Flowers Provided by LMHS FFA</td>
<td>Last Day of School, End Second Semester</td>
<td>Teacher In-Service Day</td>
<td>LME Graduation 8pm</td>
<td>Teacher In-Service Day</td>
<td>LMHS Graduation 8pm</td>
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<td></td>
<td>Father's Day</td>
<td>CATA Summer</td>
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<td>CATA Summer Conference - SLO</td>
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Graduate Follow-Up Survey & Data Analysis

Supporting Completion Materials, B. Baxter
Los Molinos High School
7900 Sherwood Blvd. 
Los Molinos, CA 96055

Agriculture Department
GRADUATE FOLLOW-UP SURVEY

Name: ____________________________________________________________

Address: _____________________________________________________________________________

Cell Phone: _________________________ Home Phone: _________________________

1. What are you doing at the present time?

______ Attending school
   ______ Full-time
   ______ Part-time

______ Working
   ______ Full-time
   ______ Part-time

______ In the military

______ Not working
   ______ Looking for work
   ______ Not looking for work

______ Homemaker

______ Other __________________________

2. In what type of business or industry are you employed?

_______________________________________________________________________________

3. What is your job title or job description?

_______________________________________________________________________________

4. Which statement best applies to your present occupation?

______ I am using most of the skills I learned in the ag program at LMHS.

______ I am using some of the skills I learned in the ag program at LMHS.

______ I am not using any of the skills I learned in the ag program at LMHS.

5. How many years were you enrolled in an Agriculture Class? ______

6. What ag classes did you take at LMHS?

______ Ag. Bio
______ Floral Design
______ Woodshop
______ ROP Metals

______ Ag. Science
______ Plant Science
______ Metal Shop
______ ROP Animal Sci.
7. What type of school are you currently attending?

_____ High school  _____ Trade/technical school
_____ 4-year college  _____ Private business school
_____ Adult education  _____ Other_____________________

6. What is your major course of study?


7. How would you rate the training received in the LMHS ag. program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

8. How do you rate the career guidance and counseling you received in the ag program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

**FFA Leadership & SAE Projects**

1. Please check the following areas you feel were valuable components of FFA.

_____ Being an FFA Officer or working on committees
_____ FFA Judging Teams & Career Development Events (Field Days)
_____ Public Speaking Contests
_____ Advanced degrees and proficiency awards
_____ Participation in chapter activities, working with others
_____ Community Service Activities
_____ Exhibiting Livestock; being a member of the Show Team, Fairs, etc.
_____ Other—please describe______________________________

2. What were the most valuable aspects of the SAE (supervised projects)?

_____ Learning skills related to future ag employment
_____ Development of responsibility
_____ Learning record keeping
_____ Other—please describe______________________________

3. Please rate the facilities and equipment used at LMHS for the ag program:

(You may check more than one)

**Shop Facilities:**

_____ Overcrowded  _____ Adequate space provided
_____ Modern  _____ Out-of-date
_____ Unorganized

**Shop Equipment:**

_____ Modern  _____ Out-of-date
_____ Well-maintained  _____ Poorly maintained
_____ Adequate amount of equipment for all students in class

_____ Other—please describe______________________________

**Greenhouse Facilities:**

_____ Overcrowded  _____ Adequate space provided
_____ Modern  _____ Out-of-date
Floral Design Equipment:  

- _____ Unorganized  
- _____ Modern  
- _____ Out-of-date  
- _____ Well-maintained  
- _____ Poorly maintained  
- _____ Adequate amount of equipment for all students in class

- _____ Other—please describe

4. How would you rate the overall quality of teaching in the LMHS Ag Mechanics program?

- _____ Excellent  
- _____ Good  
- _____ Fair  
- _____ Poor  
- _____ NA

5. How would you rate the overall quality of teaching in the LMHS Plant Science/Floral Design program?

- _____ Excellent  
- _____ Good  
- _____ Fair  
- _____ Poor  
- _____ NA

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAE(supervised projects); teaching methods used; facilities/equipment.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Los Molinos High School Agriculture Department
GRADUATE FOLLOW-UP SURVEY RESULTS

The following indicates information gathered from Program Completers of the Los Molinos High School Agriculture Department.

Percent of Students agree with statement.

Which statement best applies to the students present occupation (#4).
1/10 = 10% I am using most of the skills I learned in the ag program at LMHS.
2/10 = 33% I am using some of the skills I learned in the ag program at LMHS.
3/10 = 50% I am not using any of the skills I learned in the ag program at LMHS.

How the students rated the training & career guidance/counseling they received in the LMHS ag program (#7, #8).

Training
2/6 = 33% Excellent
4/6 = 67% Good
9/6 = 0% Fair
0/6 = 0% Poor

Career guidance/counseling
2/6 = 33% Excellent
3/6 = 50% Good
1/6 = 17% Fair
0/6 = 0% Poor

Which activities in the FFA program that the students thought were Valuable (#1).
3/6 = 50% Being an FFA Officer or working on committees
5/6 = 83% FFA Judging Teams or Career Development Events (Field Days)
5/6 = 83% Public Speaking Contests
4/6 = 67% Advanced degree and proficiency awards
5/6 = 83% Participation in chapter activities, working with others
5/6 = 83% Community Service Activities
4/6 = 67% Exhibiting Livestock; being a member of the Show Team, Fairs, etc.
0/6 = 0% Other: Leadership Conferences, State Convention, Overall experience

What were the most valuable aspects of the SAE (supervised projects) ranked by the past students (#2).
5/6 = 83% Learning skills related to future ag employment
5/6 = 83% Development of responsibility
Learning record keeping
Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at LMHS for the ag program (#3).

Shop Facilities: 3/4→7/10 Overcrowded 7/10→6/10 Adequate space provided
2/4→3/10 Modern 1/10→4/10 Out-of-date
2/4→3/10 Unorganized

Shop Equipment: 3/4→5/10 Modern 7/10→0/10 Out-of-date
5/4→4/10 Well-maintained 0/4→1/10 Poorly maintained
1/4→7/10 Adequate amount of equipment for all students in class

Other—please describe__________________________

Greenhouse Facilities: 3/4→7/10 Overcrowded 5/10→6/10 Adequate space provided
2/4→1/10 Modern 1/10→4/10 Out-of-date
2/4→2/10 Unorganized

Floral Design Equipment: 3/4→5/10 Modern 7/10→0/10 Out-of-date
4/4→1/10 Well-maintained 0/4→1/10 Poorly maintained
1/4→7/10 Adequate amount of equipment for all students in class

Other—please describe__________________________

Quality of Teaching (#4-#5)

The overall quality of teaching in the LMHS Ag Mechanics program was rated as:

3/4→50% Excellent 7/10→0% Good 2/4→33% Fair 0% Poor 0% NA

The overall quality of teaching in the LMHS Plant Science/Floral Design program was rated as:

3/4→50% Excellent 2/4→33% Good 0% Fair 0% Poor 1/4→0% NA
Graduate Follow-Up Data Analysis:

The Los Molinos High School Agriculture Department reinstated its graduate follow-up system in September 2011. Surveys were mailed to all Los Molinos High School graduates from the 2011 and 2010 school years. The mailers included a self addressed and stamped envelope to accompany the surveys. A total of 78 graduate follow-up surveys were mailed. As of October 2011, five surveys have been returned. Due to the lack of quantitative data from returned surveys, survey data will be analyzed when more responses are collected. An increased return in surveys is expected in the months of November and December 2011. Surveys were mailed to permanent addresses and many graduates will receive and respond to them when they visit home for the holidays. Follow-up phone calls are currently being made to ensure responses.
LMHS Agriculture Department Comprehensive Program Plan

*Please See Masters Project

13

Supporting Completion Materials, B. Baxter
LOS MOLINOS HIGH SCHOOL
AGRICULTURE DEPARTMENT – Advisory Committee Meeting

Date: August 2, 2010

Meeting called to order at: 4:00 p.m.

Items discussed:

1. Old Business:
   a. Livestock Exhibitor/ 60 Day Weigh In
      i. Update/Participation
      ii. Insurance Submission
      iii. Jr. Livestock Auction & Buyers Letters
      iv. Community Support

2. New Business:
   a. Industry Outreach
      i. Pacific Farms (November 2010)
      ii. Schaugers Dairy (November 2010)
      iii. Andersen & Son Shelling (January 2011)
      iv. Three Sister’s Dairy (April 2011)
      v. Blue Diamond Almond (April 2011)
      vi. Burchell Nurseries (April 2011)
   b. Fundraisers
      i. Firewood Fundraiser (December 2010)
      ii. Tri-Tip Drive Thru (March 2011)
   c. Horticulture Facility Improvements
      i. Greenhouse Improvements – B. McKee
      ii. Plant Sales – B. McKee
   d. Summer Goals & Objectives – B. McKee
      i. Calendar of Activities to D.O. by July 1st
      ii. Meeting for 10-11 Transportation Requests
      iii. Floral Design VPA Approval
      iv. Dual Enrollment & Articulation Agenda
      v. Fair Booth – B. Stevens

Motion to Adjourn: 5:15
Date: May 24, 2010

Meeting called to order at: 6:00 p.m.

Items discussed:

1. Old Business:
   a. State FFA Conference
   b. State FFA Finalists
   c. Spring Fundraisers

2. New Business:
   a. Tehama District Fair Exhibitor Forecast
   b. Plant Science Course Objectives & Industry Needs
      i. Dual Enrollment & Articulation
   c. Agriculture Incentive Grant Revisions
      i. Job Market Description
      ii. Total Program Goals & Objectives
      iii. Target Occupations
      iv. Current Year Budget
      v. Active Placement

3. Committee Report:
   a. Additions to Advisory Committee
   b. Advisory Committee Functions
      i. See Attached

Motion to Adjourn: 6:40 p.m.
Agricultural Advisory Committee Meeting
January 6, 2011 Minutes

Date: January 6, 2011
Place: Room 205

Committee Members Present:
Patrick Andersen
Mike Andersen
Robert Boyes
Carlos Diaz
Jake Thompson

Time: 5:00 pm

Guests Present:
Francis Ocampo, FFA President
Rachelle Yates, Student Teacher

Advisors Present:
Bonnie Baxter & Bill Stevens

Committee Members Absent:
John Pitter

The meeting was called to order by chairperson, Patrick Andersen at 5:04p.m., January 6, 2011, in room 205 at Los Molinos High School. Members were welcomed and necessary introductions were made. A Tri-Tip dinner was served to attendants.

Bill Stevens reviewed old business, beginning with highlights from the 2010 Tehama District Fair. Sheep, beef, swine and poultry updates were given.

Francis Ocampo, FFA President, continued with old business, explaining the status of CDE participation and notable student success. Francis informed the committee of the advances she has seen in the department in her past four years as a student in the Ag Department.

Bonnie Baxter finished old business with a report on community involvement. Industry field trips, community service and fundraiser reports were given.

New business began with a report on the Agriculture Incentive Grant and current budget status.

Bonnie Baxter gave a report on Career Pathways, Dual Enrollment and A-G compliance.

Bill Stevens gave a report on ROP and the Agriculture Mechanics program. It was moved and seconded to incorporate facility updates in the areas of safety and technology to the Five Year Facility and Equipment Acquisition Schedule; specifically to enhance curriculum using the CAD program.

Bill Stevens gave a report on the Butte College, Arc Exposure event.

Open discussion then began to brainstorm ideas for enhancing industry connections and support. The following contacts were given: Dave Wilson-Zagger Genetics (Modesto), Bayer Crop Science Research Facility, Sunfield Seeds (Woodland), Mark Mullin-Wilber Ellis, Mark Pierce-North Valley Ag.

The next meeting was scheduled pending weather conditions and harvest schedules.

The meeting was adjourned at 6:15pm by chairperson Patrick Andersen.

Respectfully Submitted,
Bonnie S. Baxter

[Signature]
Advisory Committee
Constitution & By-Laws

16

Supporting Completion Materials, B. Baxter
Agriculture Advisory Committee

BY-LAWS

I. Committee Operation
   A. Meetings will be held at 6 p.m. on the second Thursday of January and August, unless otherwise specified.
   B. At least two meetings will be held each school year. The exact number of meetings will be determined by the needs of the Los Molinos High School Agriculture Department.
   C. The Executive Committee will develop an agenda for each meeting.
   D. Meeting sessions will be limited to approximately 1.5 hours.
   E. Discussion to obtain consensus will be the prevailing procedure used at meetings.
   F. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
   G. A quorum will consist of a simple majority of appointed members.
   H. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

II. Subcommittees
   A. Standing subcommittees will be established for the leadership component (FFA), curriculum and equipment, and employment experiences (SAE, etc.)
   B. Subcommittees may be of any size, but will usually include three or four members.
   C. Subcommittees will elect their own chairs.

III. Officers
   A. Officers will be elected by a simple majority. Officers will serve a three year term and may be re-elected following a one-year lapse between terms.
   B. Officers will include a chair, vice chair, and a secretary.
   C. Officers will be elected at the first meeting of each new year.

IV. Member Responsibilities
   A. Each member is expected to attend meetings and to participate in committee activities.
   B. Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.
FUNCTIONS AND DUTIES OF ADVISORY COMMITTEES

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the teacher(s) establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher(s) with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher(s) technical skills and knowledge.
December 28, 2010

Dear Mr.

On behalf of the Los Molinos High School Agriculture Department, I would like to invite you to attend the next scheduled LMHS Agriculture Advisory Committee Meeting.

We appreciate your service to the LMHS FFA in this capacity, and ask that you to represent the interests of the students, FFA organization and agriculture industry. We would appreciate your ideas about the qualities essential to the growth of our program and its future goals and objectives.

Recognizing your significant community and industry commitments, we want to assure you that we will do our best to limit the time commitment this committee assignment will require. We value your insights and connections and know that our program will be more successful with your involvement.

The next scheduled Advisory Committee Meeting will be held on January 6, 2011 in room 205, at Los Molinos High School. The meeting time will be at 5:00pm and dinner will be provided.

We look forward to visiting with you about how we can further make our program thrive for the benefit of our students and community.

Sincerely,

Bonnie Baxter
Agriculture Teacher, FFA Advisor
Los Molinos High School
7900 Sherwood Boulevard
Los Molinos, CA 96055
Phone: (530) 834-7900 Ex: 1303

Bill Stevens
Agriculture Teacher, FFA Advisor
Los Molinos High School
7900 Sherwood Boulevard
Los Molinos, CA 96055
Phone: (530) 834-7900 Ex: 1301
Agricultural Education

Advisory Committee Manual

Agricultural Education
High School Leadership Division
California Department of Education
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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They cannot establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.
Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. **Determine and Verify the Need**
   
   1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.  
   1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.  
   1.3 It can provide continuity of a quality program should teachers or administrative changes take place.  
   1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. **Nomination of Committee Members**

   2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.  
   2.2 Each should have an equal voice in the selections.  
   2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.  
   2.4 The advisory committee should be truly representative of the district. Members:  
   2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.  
   2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture  
   2.4.3 Should exhibit substantial interest in the agriculture program.  
   2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.
2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.

2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.

2.4.7 Should not have frequent dealings with the department in order to minimize conflict of interest problems.

2.4.8 Should include representatives of the service areas of agriculture.

2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. **How Many Committee Members?**

   3.1 No fixed number will satisfy all situations.

   3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.

   3.3 Should not be so large that it is unwieldy or difficult to call together.

   3.4 Seven to eleven persons are suggested with nine being a workable medium.

   3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. **How are Committee Members Notified of their selection?**

   4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.

   4.2 The letter should:

      4.2.1 Indicate that the Ag teacher is supportive.

      4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.

      4.2.3 Include a request that the member indicate whether he or she will accept.

      4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. **Understanding of Responsibility**

   5.1 Of greatest importance is that the committee is only advisory in character.

   5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.

   5.3 It has no administrative or policy forming power.

   5.4 It will make suggestions on policy and procedure, but the source of its influence is in the voluntary acceptance of this advice by the proper governing authority.
Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.
Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**

   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**

   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**

   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.
4. **Length and Place of Meetings**

4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.

4.2 Ample meeting notice of 10 days to 2 weeks is recommended.

4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.

4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.

4.5 The meeting place should provide a conference table in a quiet environment.

4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. **Filling Committee Vacancies**

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.

5.2 The committee may be asked for suggestions.

5.3 A committee should not be permitted to choose its own replacements.  
5.3.1 This would be self perpetuating.  
5.3.2 May become unrepresentative and unduly independent of the school administration.

5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. **Distribution of Minutes:** All committee members, the career education director, the principal, school board president and the regional supervisor.

7. **Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's *Rules of Order*. 
Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the (your school's board of trustees).

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.

5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.

6. You will be a working committee and students & school staff expects to benefit from your work.

7. We need help to:

   7.1 Review existing programs, courses of study, facilities, equipment.

   7.2 Propose new programs and/or courses when needed based on solid data for this community.

   7.3 Evaluate existing programs and proposed new programs.

   7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)

   7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.

   7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.

   7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).

8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

**Getting Started:**

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

**Here's What You Need To Do To Get Started:**

1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

*Note: Be sure to start and end on time!*

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.
Proficiency Standards

17

Supporting Completion Materials, B. Baxter
Agriculture Department
COURSE COMPLETION STANDARDS

Agriculture Biology

____ has completed the course of study and practice in Agriculture Biology and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

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Certifying Instructor

Course Grade

Date
Agriculture Department
COURSE COMPLETION STANDARDS

Plant Science

_________________________________________________________________________
has completed the course of study and practice in Plant Science and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

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Certifying Instructor ___________________________ Course Grade __________ Date __________
Agriculture Department
COURSE COMPLETION STANDARDS

Agriculture Science

_________________________ has completed the course of study and practice in Agriculture Science and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

Basic Animal Science
Anatomy and Physiology of Livestock
Livestock Breeding and Genetics
Handling Livestock
Livestock Nutrition and Feeds
Animal Health
Beef Cattle
Swine
Sheep
Beef, Swine, and Sheep Husbandry
Dairy Cattle and Dairy Cattle Husbandry
Livestock Evaluation and Selection
Livestock Products
Poultry
Agricultural Production Records
Agricultural Production Products
Marketing Agricultural Products
Financing Agricultural Production

Basic Plant Science
Plant Classification Systems
Areas of Crop Production
Vegetable Crops
Tree Crops
Forage Crop Production
Vine and Small Fruit Crops
Land Preparation and Planting
Soils
Fertilizers
Irrigation and Drainage
Harvesting
Identification of Crops,
Products, and By-Products

Certifying Instructor
Course Grade
Date
Floral Design

________________________________________ has completed the course of study and practice in Floral Design and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

### Areas of Competency

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Certifying Instructor ___________________________  Course Grade ___________  Date ______________________
Agriculture Department
COURSE COMPLETION STANDARDS

Agriculture Leadership

__________________________ has completed the course of study and practice in Agriculture Leadership and has attained the following competency levels as certified by the instructor.

(n/a) not applicable, (0) does not meet basic standards, (1) basic, (2) good, or (3) excellent

Areas of Competency

_____ Defining Leadership
_____ Leadership Styles
_____ Parliamentary Procedure
_____ Cover Letter
_____ Resume
_____ Interviewing
_____ Scholarship Applications
_____ Effective Communication
_____ Public Speaking
_____ FFA Record Book
_____ Goal Setting
_____ Personal Development
_____ Time Management
_____ Colleges & Choosing a Major
_____ Employability Skills
_____ Current Ag Issues
_____ Problems & Solutions

_____ Transition Skills
_____ Historical Ag Issues
_____ Influential Ag Leaders
_____ Agricultural Impacts on Daily Life
_____ Agricultural Careers
_____ FFA Career Development Events
_____ FFA Judging Teams
_____ Community Service
_____ Interpersonal Skills
_____ Ag Policy
_____ Ag Systems
_____ Ag Public Perception

Certifying Instructor ___________________________ Course Grade ___________ Date ___________
Teaching Credentials

18

Supporting Completion Materials, B. Baxter
### R2 Teacher Information

**Los Molinos HS, Los Molinos**  
**Year: 2011**

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<td>E</td>
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<td>32</td>
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<tr>
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<td>S</td>
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**Baxter, Bonnie**

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<td>The Art &amp; History of Floral Design</td>
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<td>1:30</td>
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<td>7</td>
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**Stevens, William**

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<td>ROP Ag. Mechanics/Metals</td>
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Printed: 10/4/2011 7:03:23 AM

https://calaged.csuchico.edu/R2/Scripts/Teacher/Print_courses.asp  
10/4/2011
# R2 Teacher Information

**Los Molinos HS, Los Molinos**  
**Year: 2010**

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<th>Last Name</th>
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## McKee, Bonnie

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<tr>
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## Stevens, William

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<td>2:16</td>
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Printed: 8/7/2011 12:57:27 PM
By virtue of the authority vested in the Commission on Teacher Credentialing by the sovereign State of California and in recognition of full preparation for service in California public schools

BONNIE SUE MCKEE

is hereby awarded a Clear Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and honors appertaining thereto on this seventh day of February, in the year two thousand eight

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Jansen
Executive Director, Commission on Teacher Credentialing
DOCUMENT NUMBER: 080044649
DOCUMENT TITLE: Clear Specialist Instruction Credential (Agriculture)

SUBJECT(S) AND AUTHORIZATION(S):
Agriculture
(R3A1) This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

RENEWAL CODE(S):
(R20) To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date. The renewal period is five years.
(R15P) The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Specific information pertaining to credential renewal requirements may be obtained under Credential Renewal Statements and Requirements at www.ctc.ca.gov

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

***************************************************************************NO FURTHER ENTRIES***************************************************************************
State of California
Commission on Teacher Credentialing
issues this document to

BONNIE S. MCKEE

DOCUMENT NUMBER: 080044650
DOCUMENT TITLE: Preliminary Single Subject Teaching Credential

VALID: 02/07/2008 to 03/01/2013

SUBJECT(S) AND AUTHORIZATION(S):
Agriculture
(R15) This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.
(R142) This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

RENEWAL CODE(S):
(R141) This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

Specific information pertaining to credential renewal requirements may be obtained under Credential Renewal Statements and Requirements at www.clic.ca.gov

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

**************************************************NO FURTHER ENTRIES**************************************************
California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 06/29/2011. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

Name: STEVENS, WILLIAM ERNEST

Document Title: Clear Full Time Designated Subjects Career Technical Education Teaching Credential

Document Number: 090027051

Authorization Code(s): R4T

This credential authorizes the holder to teach in the subject or subjects listed in grades twelve and below in classes organized primarily for adults, in career technical instruction courses.

Renewal Code(s): R20

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

Issuance Date: 03/19/2006

Expiration Date: 09/01/2013

Date of Original Issuance: 03/19/2006

Authorized Subject(s): Agriculture and Natural Resources

County of Employment: TEHAMA

Recommend Institution/Agency: BUTTE COUNTY (LEA)
Commission on Teacher Credentialing
Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

WILLIAM ERNEST STEVENS is hereby awarded a

Clear Designated Subjects Vocational Education Teaching Credential: Full Time

AUTHORIZED SUBJECT(S):
Agriculture Production
## August 2011

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<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<tr>
<td>8 Weigh Pigs 7am</td>
<td>9 Advanced Smship 7 Weigh House Pigs</td>
<td>10 9:30 Costco for Fiesta</td>
<td>11 Novice Smship 7am FFA FIESTA 1:30</td>
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<td>Varsity Volleyball 9:11:30am 1:2:30pm JV Varsity Tryouts 11:12:30pm</td>
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<td>FFA FIESTA 1:30 Volleyball - Varsity 9:11:30am 11:12:30pm</td>
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<td>Volleyball Bonding Day</td>
<td>Volleyball Training at Chico High School 10-2</td>
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<td>16 Advanced Smship 7am</td>
<td>17 First Day of School</td>
<td>18 Novice Smship 7am</td>
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<td>20 Superior Region Sectional Officer Mtg.</td>
<td>21 Flora Fresh Show in Sac. (Baxter)</td>
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<td>22 Weigh Pigs 7am</td>
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<td>24 Volleyball @ Shasta Scrimmage 3:30 (leave 2pm)</td>
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<td><strong>MONDAY</strong></td>
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<td><strong>WEDNESDAY</strong></td>
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<td>Chapter FFA Meeting</td>
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<td>Quokaball, Soccer, Softball, Tennis, Volleyball</td>
<td>Voters Lunch 11am Time: 5:30</td>
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<td>1 Volleyball vs Paradise Adventist</td>
<td>Volleyball Mar 5:30 (leave 3:30)</td>
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<td><strong>FFA TACO BUS MEETING</strong></td>
<td><strong>FFA MEETING BUS MEETING</strong></td>
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<td>Greenhand Conference, Red Bluff</td>
<td>Volleyball @ Hamilton 5:30 (leave 3:45)</td>
<td>Volleyball vs. Biggs 5:30</td>
<td>FFA Officer Lunch Mtg</td>
<td>Football vs. Biggs 5:30</td>
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<td>Columbus Day Minimum Day</td>
<td>Volleyball @ Quincy 5:30 (leave 1:45)</td>
<td>SHASTA COLLEGE FIELD DAY</td>
<td>FFA MTG 5:30</td>
<td>Football @ Chester 5:30 (leave 1:45)</td>
<td>Volleyball Varsity CCS Tourney TBA</td>
<td>Dairyville Orchard Festival?</td>
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<td>Volleyball @ Esparto 5:30 (leave 2:15)</td>
<td>National FFA Convention</td>
<td>Volleyball vs. E. Nic. 5:30 FFA Officer Lunch Mtg</td>
<td>Football vs. Maxwell 5:30</td>
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<td>Minimum Day Volleyball vs. Williams 5:30</td>
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<td>Halloween Chaper FFA Meeting: VP, Bridges Costco Activity: &quot;Buck-a-F, Chuck-a-F, Soch-a-F&quot; Farm Olympics Food: Snacks</td>
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<td>Don't forget to register for MFY ALA this month. Before the 11th.</td>
<td>Minimum Day</td>
<td>Shasta College Articulation Day</td>
<td>Volleyball vs. Quincy argy 5:30, Senior Night</td>
<td>Football vs. Chester</td>
<td>Veteran's Day</td>
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<td>17 New Professionals Institute - Fresno</td>
<td>New Professionals Institute - Fresno CSU, Chico Fall Tours</td>
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<td>30 FFA MTG. 5:30</td>
<td>Chapter FFA Meeting, Treasurer, Ryan Meekish Opening of Turkey Bowl</td>
<td>Food: Caramel Popcorn Balls</td>
<td>Date: Nov. 30th</td>
<td>Time: 5:30</td>
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<td>Chapter FFA Meeting: Secretary Alondra Ocampo Activity: Greenhand Initiation, Movie &amp; Green Theme Food: Date: Friday Dec. 16th Time: During Rewards Per.</td>
<td>1</td>
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<td>3 Breakfast with Santa?</td>
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<td>8 FFA Officer Lunch Mtg.</td>
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<td>Superior Region CATA Mtg. – East Niceluas</td>
<td>Superior/North Coast Road Show – Marysville</td>
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<td>13</td>
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<td>16 FFA MTG. – REWARDS End First Semester</td>
<td>17 Winter Break Begins</td>
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<td>25 Christmas</td>
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<td>26 HOLIDAY Shirlyn’s B-Day</td>
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<td>31 New Year’s Eve</td>
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# January 2012

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<td>Chapter FFA Meeting: Historian, Lianne Bertolucci</td>
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<td>Activity: Black and White Night</td>
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<td>Calf Scramble? Reedley Mid-Winter State Finals</td>
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<td>Schedule Chapter Level Creed and Job Interview Contests when Winter Sports are Posted!</td>
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1 New Year's Day
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<td>6 Minimum Day</td>
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<td>10 Leave after school for MJC</td>
<td>11 MJC Parli-Pro Invitational</td>
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<td>18 Superior Region CATA Mtg. – Butte Valley, Dorris</td>
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<td>Chapter FFA Meeting: Sentinel, Adrian Garcia</td>
<td>Activity: The Dating Game</td>
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<td>SLE - Sacramento</td>
<td>SLE - Sacramento</td>
<td>Minimum Day</td>
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<td>UC Davis Field Day</td>
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**March 2012**

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<td>Bridget's B-Day FFA Officer Lunch Mtg</td>
<td>UC Davis Parl-Parl</td>
<td>SCOE Gala in the Dark Dodge Ball</td>
<td>UC Davis Parl-Parl</td>
<td>SLE - Sacramento</td>
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<td>Superior Region, FFA Meeting - Chico</td>
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<td>Merced College Field</td>
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<td>Lianne's B-Day</td>
<td>Craig's B-Day</td>
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<td>MIC Field Day</td>
<td>Cal Poly Pomona Field</td>
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**FFA MTG. 5:30**

*Reminder: Ms. Baxter to place banquet plaque order and senior sash orders so we don't get charged extra for rush...*
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<td>Chapter FFA Meeting&lt;br&gt;President, Shirley Robley&lt;br&gt;FOOD&lt;br&gt;Activity Officer Elections&lt;br&gt;FOOD</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<td>State Speaking Semi-Finals - Fresno</td>
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<td>State Convention - Fresno</td>
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<td>Senior Awards Night</td>
<td>Teacher In-Service Day</td>
<td>Teacher In-Service Day</td>
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Professional Development Events
# AGRICULTURE DEPARTMENT

## 2011-2012 Expected Professional Growth and Development Activities

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<th>Professional Development Activity</th>
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<tr>
<td>Floral Design Instructors Seminar, Sacramento</td>
<td>August, 2011</td>
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<td>Dealing with Difficult People Seminar, Chico</td>
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<tr>
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### R2 Teacher Information

Los Molinos HS, Los Molinos  
Year: 2011

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<td>Baxter</td>
<td>Bonnie</td>
<td>S</td>
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**Baxter, Bonnie**

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<td>19</td>
<td>O.H./Floral</td>
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<tr>
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<td>2:25</td>
<td>Agriculture Leadership</td>
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**Stevens, William**

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<td>ROP Metal Fabrication</td>
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<td>ROP Metal Fabrication</td>
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<td>ROP Ag. Mechanics/Woodshop</td>
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<td>Intro to Woodshop/Farmshop</td>
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<td>ROP Ag. Mechanics/Metals</td>
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Printed: 10/6/2011 1:50:00 PM
August 2011 School Board Meeting

New Business

BACKGROUND:
Attached you will find a list of FFA (Future Farmers of America) & CATA (California Agriculture Teachers Association) events for the 2011-2012 school year. The Los Molinos FFA is asking for approval to travel to these professional and career development events.

RECOMMENDATION:
Approve travel to FFA & CATA events listed on the attached calendars.

FINANCIAL IMPACT:
All events will be funded using 2011-2012 Agriculture Incentive Grant (AIG). All events are within the parameters of AIG allocations for travel, equipment and supplies. Please see the attached 2011-2012 AIG Budget. Budget expenses reflect 2010-2011 totals.

ATTACHMENTS:
Los Molinos High School, Agriculture Department Calendar: Semester I (1 page)
Los Molinos High School, Agriculture Department Calendar: Semester II (1 page)
Los Molinos High School, Agriculture Incentive Grant 2011-2012 Budget (1 page)
# LOS MOLINOS HIGH SCHOOL
## AGRICULTURE DEPARTMENT

Presented for Approval: August 2011

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<td>08/11/11</td>
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<td>Flora Fresh Teacher Training, Sacramento</td>
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<td>09/17/11</td>
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<td>Leadership Conf., Mill Creek</td>
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## SEMESTER I
### 2011-2012 SCHOOL YEAR

#### August

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LOS MOLINOS HIGH SCHOOL
AGRICULTURE DEPARTMENT
Presented for Approval: August 2011

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<td>UC Davis Parli-Pro Contest &amp; UC Davis Field Day, Davis</td>
<td>03/02/12</td>
<td>03/03/12</td>
<td>15</td>
<td>S &amp; B</td>
</tr>
<tr>
<td>Chico State Field Day, Chico</td>
<td>03/10/12</td>
<td>03/10/12</td>
<td>15</td>
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<tr>
<td>Regional FFA Meeting, Chico State</td>
<td>03/15/12</td>
<td>03/15/12</td>
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<tr>
<td>State Degree Banquet, Chico State</td>
<td>03/15/12</td>
<td>03/15/12</td>
<td>15</td>
<td>S &amp; B</td>
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<tr>
<td>Regional Parli-Pro Contest (Pending)</td>
<td>03/16/12</td>
<td>03/16/12</td>
<td>8</td>
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<tr>
<td>Merced College Field Day</td>
<td>03/17/12</td>
<td>03/17/12</td>
<td>8</td>
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<tr>
<td>CDE Field Day TBA</td>
<td>03/23/12</td>
<td>03/24/12</td>
<td>8</td>
<td>Baxter</td>
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<tr>
<td>Glow in the Dark Dodge Ball, LMHS</td>
<td>03/27/12</td>
<td>03/27/12</td>
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<tr>
<td>Modesto Jr. College Field Day, MJIC</td>
<td>03/30/12</td>
<td>03/31/12</td>
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<tr>
<td>State FFA Convention, Fresno</td>
<td>04/20/12</td>
<td>04/24/12</td>
<td>20-25</td>
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<tr>
<td>Floral Design Contest, Madera</td>
<td>04/27/12</td>
<td>04/28/12</td>
<td>4-8</td>
<td>Baxter</td>
</tr>
<tr>
<td>FFA Officer Elections, LMHS</td>
<td>05/01/12</td>
<td>05/01/12</td>
<td>40-70</td>
<td>S &amp; B</td>
</tr>
<tr>
<td>State Finals, Cal Poly, San Luis Obispo</td>
<td>05/03/12</td>
<td>05/06/12</td>
<td>8</td>
<td>Baxter</td>
</tr>
<tr>
<td>FFA Banquet</td>
<td>05/18/12</td>
<td>05/18/12</td>
<td>100+</td>
<td>S &amp; B</td>
</tr>
<tr>
<td>CATA Summer Conference</td>
<td>06/17/12</td>
<td>06/21/12</td>
<td>0</td>
<td>S &amp; B</td>
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</table>

SEMIESTER II

2011-2012 SCHOOL YEAR

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
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</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
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<tr>
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<td>21 22 23</td>
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<table>
<thead>
<tr>
<th>March</th>
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<tr>
<td>1 2 3</td>
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<td>23 24 25</td>
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<td>26 27 28</td>
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<table>
<thead>
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<th>May</th>
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</tr>
</thead>
<tbody>
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<td>19 20 21 22 23</td>
<td>24 25 26 27 28</td>
</tr>
<tr>
<td>29 30</td>
<td></td>
</tr>
</tbody>
</table>
LOS MOLINOS UNIFIED SCHOOL DISTRICT TRANSPORTATION REQUEST

Submit this completed form to the office at least ten (10) days prior to the date requested. All overnight trips and trips outside the Butte, Glenn, Tehama and Shasta county area require board approval. Board approval requests must be received by the District office at least 8 calendar days before the scheduled Board meeting.

Name of Trip DROULSKE FIELD DAY    Date Transportation needed  SAT, FEB 4, 2012
Destination DROULSKE, PIERCE HS    Number of students 30    Distance one way 17 MILES
Departure Time 5:30    Time arriving back at school 4:30 Advisor Signature

Intermediate Stops (food, etc.) ☐ Yes ☐ No    List specific stops

FOR OFFICE USE ONLY

Date received by Principal 5/1    Type of vehicle required (circle one) Bus Suburban Van Sedan
Principal approval 5/1    Date approved 5/1
Board approval required? ☐ Yes ☐ No    If yes, date approved

8-9-11 K.D.

LOS MOLINOS UNIFIED SCHOOL DISTRICT TRANSPORTATION REQUEST

Submit this completed form to the office at least ten (10) days prior to the date requested. All overnight trips and trips outside the Butte, Glenn, Tehama and Shasta county area require board approval. Board approval requests must be received by the District office at least 8 calendar days before the scheduled Board meeting.

Name of Trip SHASTA COLLEGE FIELD DAY    Date Transportation needed THURS, OCT 13, 2011
Destination SHASTA COLLEGE    Number of students 40    Distance one way 80 MILES
Departure Time 6:30am    Time arriving back at school 4pm Advisor Signature

Intermediate Stops (food, etc.) ☐ Yes ☐ No    List specific stops

FOR OFFICE USE ONLY

Date received by Principal 8/1    Type of vehicle required (circle one) Bus Suburban Van Sedan
Principal approval 8/1    Date approved 8/1
Board approval required? ☐ Yes ☐ No    If yes, date approved

8-9-11 K.D.
<table>
<thead>
<tr>
<th>Name of Trip</th>
<th>Date Transportation needed</th>
<th>Destination</th>
<th>Number of students</th>
<th>Distance one way</th>
<th>Departure Time</th>
<th>Time arriving back at school</th>
<th>Advisor Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RED WOLF</td>
<td>16</td>
<td>16 miles</td>
<td>7:00 AM</td>
<td>4:00 PM</td>
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</tr>
<tr>
<td>Intermediate Stops (food, etc.)</td>
<td>☑ Yes ☐ No</td>
<td>List specific stops</td>
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**FOR OFFICE USE ONLY**

Date received by Principal 15 Type of vehicle required (circle one) Bus Suburban Van Sedan
Principal approval ☑ Date approved 8/12
Board approval required? ☑ Yes ☐ No If yes, date approved 8-7-11 K.O.

---

**LOS MOLINOS UNIFIED SCHOOL DISTRICT TRANSPORTATION REQUEST**

Submit this completed form to the office at least ten (10) days prior to the date requested. All overnight trips and trips outside the Butte, Glenn, Tehama and Shasta county area require board approval. Board approval requests must be received by the District office at least 8 calendar days before the scheduled Board meeting.

Name of Trip | Date Transportation needed | Destination | Number of students | Distance one way | Departure Time | Time arriving back at school | Advisor Signature |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GREAT WOLF</td>
<td>SAT, 8-18-19 (5601)</td>
<td>RED WOLF</td>
<td>7</td>
<td>16 miles</td>
<td>4:00 PM</td>
<td>11:00 AM</td>
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<td>Intermediate Stops (food, etc.)</td>
<td>☑ Yes ☐ No</td>
<td>List specific stops</td>
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</tbody>
</table>

**FOR OFFICE USE ONLY**

Date received by Principal 96 Type of vehicle required (circle one) Bus Suburban Van Sedan
Principal approval ☑ Date approved 8/12
Board approval required? ☑ Yes ☐ No If yes, date approved 8-9-11 K.O.
CATA Membership

23
CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING
2011/2012 ACTIVE MEMBER
Cliff,

I would like to begin by thanking you for approving my travel request to attend the Floral Design Professional Development Event, hosted by Flora Fresh, on Sunday August 21, 2011. I wanted to briefly share with you the experience I had that day.

Registration began at 8am, followed by presentations from skilled professionals in the Floriculture Industry. The first presentation was given by Dean Hollis, a representative/educator from Floralife/Oasis. He gave a one hour lecture with handouts to discuss the proper care and handling of fresh flowers and greens. These processes and products extend the longevity of the flower at the wholesale, retail and consumer level.

The next presentation was given by a team of designers who focused on design techniques for personal flowers, and shared the newest trends, techniques and floral products. This session consisted of an hour lecture/show and one hour hands on workshop. Following lunch was a session developed to enhance our curriculum, based on the needs of the floral industry today and in the future. This presenter touched on specific design styles that are used in Floriculture competitions and are requirements for the next level of education for students. The final presentation of the day focused on fundraising and self-supported high school programs. These topics were incredibly informative.

I truly appreciated the opportunity to meet with these national symposium presenters, international certified teachers, Floral Design judges, AIFD specialists and local florists from Sacramento, Chico and Yuba City. I took detailed notes/pictures and hope to bring the many skills I learned back to Los Molinos High School.

It’s never easy to give up a Sunday; however the knowledge and skills I acquired from this event will prove valuable to our expanding Floral Design Program at Los Molinos High School. Thank you again for the opportunity to attend this event.

Best,

Bonnie Baxter
Five Year Facility and Equipment Acquisition Schedule
2011-2016
AGRICULTURE DEPARTMENT
FIVE YEAR FACILITY AND EQUIPMENT
ACQUISITION SCHEDULE
AGRICULTURE DEPARTMENT
FIVE YEAR PLAN

Year 1 2011-2012

1. Purchase lab tables for room 205.
2. Continue facility/equipment repairs.
3. Replace missing or damaged shop tools.
4. Organize existing shop tools and equipment.
5. Create a livestock loading platform off of wash rack area, through the north end of the barn for ease and efficiency of animal loading and transport.
6. Continue to landscape in front of lath house area, using plants that have been propagated in greenhouse.
7. Landscape fenced area behind propagation tables and potting bench.
8. Landscape area around the barn.
9. Label work stations on propagation tables in OH facility.
10. Purchase two additional orbital sanders for the woodshop.
11. Purchase additional double door cold box for the Floral Design class.
12. Continue purchasing tools for an OH tool room/locker.
13. Purchase four computers for room 205 to better utilize technology in the classroom.

Year 2 2012-2013

1. Install motion flood lights at the barn for security and ease of transportation at 60 day weigh-ins.
2. Plant, grow and harvest crops/orchard on acreage behind baseball field.
3. Paint OH tool room/locker to include labeling for tool locations & ease of inventory.
4. Replace display case fronts and locking systems in room 311.
5. Improve science work space and equipment.
6. Purchase two additional hand routers for the woodshop.
7. Repair and utilize the Aquaculture Tank in the Greenhouse
8. Complete fencing around livestock wash rack on north end of barn.

Year 3  
1. Install security cameras at the barn.
2. Continue to upgrade and replace computers.
3. Continue to improve the OH unit and landscape surrounding areas.
4. Plant additional trees and shrubs for plant identification.
5. Build a tack/ feed storage room in the barn.
6. Expand on other small animal projects; develop small poultry unit.
7. Build a livestock box/ rack for the ag. truck.
8. Build second waterproof soil container for OH facility.

Year 4  
1. Further department repairs/ replacements.
2. Pave the road to the barn.
3. Install adequate outdoor lighting in the OH facility.
4. Purchase a LCD projector and audio system for room 311.
5. Build a state of the art greenhouse to be positioned next to current greenhouse.

Year 5  
1. Replace shop equipment as needed.
2. Transition the chemical room in 205 to a cold storage box for Floral Design.
3. Paint the livestock trailer.
4. Re-design fencing system in current barn.
5. Coordinate with local industry leaders to cultivate and fund crops/ orchard on LMHS acreage.
6. Build an additional trophy case on the east hallway, adjacent to the gym, for FFA awards, ribbons and trophies.
# Los Molinos High School Agriculture Department

## Agriculture Incentive Grant Expenditure Forecast

### 2011-2012

<table>
<thead>
<tr>
<th>Event/Item</th>
<th>Month</th>
<th>Expense</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials &amp; Supplies</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>FFA Uniform, Class Set Additions</td>
<td>All</td>
<td>250</td>
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</tr>
<tr>
<td>Fair Show Team Shirts</td>
<td>September</td>
<td>300</td>
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<tr>
<td>Tehama District Fair Livestock Supplies</td>
<td>September</td>
<td>150</td>
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<tr>
<td>TDF Buyers Dinner Baskets</td>
<td>September</td>
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<tr>
<td>Floral Design Class Supplies</td>
<td>Aug-June</td>
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<tr>
<td>FFA Awards Banquet</td>
<td>May</td>
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<tr>
<td>FFA Awards, Plaques</td>
<td>January</td>
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<tr>
<td>FFA Pins &amp; Uniform Misc.</td>
<td>January</td>
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<tr>
<td>8th Grade Career Day Supplies</td>
<td>October</td>
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<tr>
<td>Program of Activities</td>
<td>August</td>
<td>300</td>
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<tr>
<td>Record Books (Leadership Packets)</td>
<td>October</td>
<td>1200</td>
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<tr>
<td>Plant Science/GH Supplies</td>
<td>All</td>
<td>2000</td>
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<tr>
<td>Scrapbook Contest Supplies</td>
<td>All</td>
<td>250</td>
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<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>$6,550.00</strong></td>
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</tbody>
</table>

| Equipment                                     |           |         |          |
| Computers for Room 205                        |           |         | **$3,200.00** |

| Travel & Conferences                          |           |         |          |
| Camp Tehama COLC, Mill Creek                 | September | 304     |          |
| Greenhand Conference, Colusa                  | September | 460     |          |
| Shasta College Field Day Registration        | October   | 270     |          |
| Opening & Closing Ceremonies Contest         | November  | 210     |          |
| Opening & Closing Ceremonies, Food           | November  | 100     |          |
| New Professionals, Fresno                    | December  | 250     |          |
| CATA Regional Mtg.                           | December  | -200    |          |
| MFE/ALA, Redding                             | January   | 800     |          |
| Butte College Weld Camp                      | January   | -375    |          |
| Arbuckle Field Day Registration              | February  | 375     |          |
| Chico Parli-Pro Contest                      | February  | 24      |          |
| MJC Parli-Pro Contest                        | February  | 60      |          |
| MJC Parli-Pro Contest Lodging                | February  | 300     |          |
| Shasta Section Leadership Contest Reg.       | February  | 84      |          |
| Regional Mtg.                                | February  | 75      |          |
| State Degree Banquet                         | February  | 50      |          |
| Etna Public Speaking Invitational            | February  | 42      |          |
| UC Davis Field Day Registration              | March     | 100     |          |
| UC Davis Field Day Lodging                   | March     | 350     |          |
| CSU, Chico Field Day Registration            | March     | 100     |          |
| Merced College Field Day                     | March     | 100     |          |
| Merced College Field Day Lodging             | March     | 400     |          |
| Modesto Jr. College Field Day Registration   | March     | 124     |          |
| Modesto Jr. College Field Day Housing        | March     | 350     |          |
| Madera Floral Design Contest Registration    | April     | 100     |          |
| Madera Floral Design Contest Lodging         | April     | 200     |          |
| State Convention, Fresno                     | April     | 3000    |          |
| Fresno State Field Day                       | April     | 200     |          |
| Cal Poly State FFA Finals Registration       | May       | 110     |          |
| Cal Poly State FFA Finals Lodging            | May       | 0       |          |
| CATA Summer Conference                       | June      | -800    |          |
| **Total:**                                    |           | **$7,163.00** |          |

**TOTAL:** $16,913.00
Los Molinos FFA/ASB Account
Estimated Budget Forecast - 2011-2012

Current Balance: $3112.00

Expenses:
- Retiring Officer Plaques ........................................... $200.00
- Meeting Supplies (8) ............................................ $400.00
- End-of-the-Year Banquet ..................................... $500.00
- Officer Retreat ....................................................... $500.00
- National FFA Week .................................................. $250.00
- Degree Banquets ................................ .................. $300.00
- Cookie Dough ......................................................... $900.00
- Firewood Fundraiser .................................................. $0
- Pee Wee Showmanship Buckle .................................. $100.00
- Tri-Tip Drive-Thru .................................................. $3,000.00
- State Convention ................................................ $2,000.00
- Point of Awards Gifts/Trip ...................................... $500.00

Total Expenses: $8,650.00

Receipts:
- Cookie Sales .................................................. $1,200.00
- Dairyville Orchard Festival .................................. $300.00
- Firewood Fundraiser ............................................ $2,000.00
- Tri-Tip Drive-Thru ................................................ $4,000.00
- Farm Day ........................................................ $100.00
- Fair Booth Premium ............................................. $100.00
- Outstanding Advisor Premium ................................ $100.00
- Cash for Corduroy ................................................ $750.00

Total Receipts: $8,550.00

Ending Balance: $3,012.00

Submitted to ASB, September 2011 with Constitution
Department Budget Synopsis

The Los Molinos High School Agriculture Department is responsible for adopting an Agriculture Incentive Grant (AIG) Budget annually. The budget must be an accurate reflection the departments anticipated receipts and expenses. Past department requisitions and AIG reports should be used to project expenses to more accurately forecast the coming year’s needs. The budget is used as a tool to monitor the fiscal well being of the department and should align with actions that will benefit the department as a whole. The budget can be amended to meet the needs of the Department at any time should the fiscal climate of the department call for modifications. The budget is presented to the Los Molinos Unified School District Board of Trustees each August along with the Los Molinos High School Agriculture Department Calendar of Activities.

Los Molinos High School FFA student earned organization funds are kept in a separate LMHS ASB account and are monitored with a budget created by the FFA Executive Team and FFA Advisor. Expenses incurred from this account are required to align with the current year’s FFA constitution or be supported by the members though a majority vote, as verified by the secretary’s minutes. The secretary’s minutes should be submitted to the registrar office secretary after each monthly FFA meeting, or any FFA Executive Team Meeting where a new business has been conducted.
Duties & Responsibilities
Synopsis

27
Duties and Responsibilities Synopsis

The Los Molinos High School Agriculture Department does not appoint a department chairperson. Los Molinos High School provides a FFA stipend and farm management stipend, split equally between the two agriculture teachers. The chart of responsibilities is intended to balance the distribution of work between the two agriculture teachers. It is intended that the customary duties of the department chairperson are equally collaborated on by the two agriculture teachers.
Chart of Responsibilities
2011-2012
AGRICULTURE DEPARTMENT
CHART OF RESPONSIBILITIES
<table>
<thead>
<tr>
<th>CATEGORY: Departmental/Program Responsibilities</th>
<th>Stevens</th>
<th>Baxter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop &amp; Update Department Program of Activities</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>2. Present POA to Board of Trustees</td>
<td>✔️</td>
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</tr>
<tr>
<td>3. Coordinate FFA Activities/Student Attendance with Registrar</td>
<td>✔️</td>
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</tr>
<tr>
<td>4. Coordinate Student/Teacher Activities with Regional Supervisor and CATA Director</td>
<td>✔️</td>
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</tr>
<tr>
<td>5. Application for and Monitor Grants (Ag. Incentive and VEA)</td>
<td>✔️</td>
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<tr>
<td>6. Work with Finance Office on Claim of Expenditures of Ag. Incentive Grant and VEA</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>7. Leadership Conference Registration/Chaperone</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>8. Disseminate Information/Liaison to Parents about Activities</td>
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<tr>
<td>9. Receive/Track/Deposit Money for all Activities and Departments</td>
<td>✔️</td>
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<tr>
<td>10. Set Weekly Department Meetings Submit Minutes to Principal</td>
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<tr>
<td>11. Member of Junior Livestock Auction Committee (10-12 per yr.)</td>
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<tr>
<td>12. Develop Ag. Advisory Committee</td>
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<td>13. Schedule Ag Advisory Committee Meetings</td>
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<td>14. Type Agenda for Ag Advisory Committee Meetings</td>
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<td>15. Hold Ag. Advisory Committee Meetings (2 per yr. minimum)</td>
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<tr>
<td>16. Align Curriculum with State Standards</td>
<td>✔️</td>
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<tr>
<td>17. Review Test Books with State Standards</td>
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<tr>
<td>18. Assess Curricular Needs in Advanced Cluster Areas to Meet the Needs of the Community</td>
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<tr>
<td>19. Expand Curriculum and Course Offerings to Meet More UC/CSU Entrance Requirements</td>
<td>✔️</td>
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<tr>
<td>20. Build Recruitment Flyers for Program</td>
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<tr>
<td>21. Develop Program Completion Standards for Advanced Cluster Areas</td>
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<tr>
<td>22. Develop Program Completion Certificates</td>
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<tr>
<td>23. Conduct Field Trips to Enhance Advanced Cluster Areas</td>
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</tr>
<tr>
<td>24. Coordinate Guest Speakers for Classroom Presentations</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>25. Develop Community Classroom Possibilities for Internship and Community Classroom Opportunities (ROP)</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Stevens</td>
<td>Baxter</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>26. Order Educational Supplies</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>27. Build Educational Booth for Tehama District Fair</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>28. Meet with Regional Supervisor for Program Review</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29. Conduct Program Review with Advisory Committee Annually</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>30. Update and Register New Members on the State FFA Roster</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>31. Revise and Send in the Required R-2 Annually</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>32. Submit the 5 Year Facility and Equipment Acquisition Schedule</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>33. Maintain Graduate Follow Up System to Enter Data for AIG</td>
<td></td>
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</tr>
<tr>
<td>34. Maintain Description of Facilities and Major Equipment</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>35. Maintain Department Inventory</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>36. Complete all Transportation Requests for Student Leadership and Field Trips</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>37. Coordinate with Head of Transportation</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>38. Maintain School Truck Oil Changes, Tire Rotation and Routine Maintenance Issues</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>39. Attend CATA Sectional, Regional, State and National Professional Development Activities</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>40. Serve as Cooperating Teacher for Student Teachers of CSU, Chico</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>41. Attend Professional Ethics Workshops</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>42. Attend SST Meetings</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>43. Attend IEP Meetings</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>44. Attend School and District Staff Development Meetings</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>45. Purchase and Maintenance of Power Equipment and Tools in Ag Shop</td>
<td>✓</td>
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</tr>
<tr>
<td>46. Develop Program Recruitment Flyer</td>
<td>✓</td>
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</tr>
<tr>
<td>47. Visit Feeder Schools with Students for Program Recruitment</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>48. Attend 8th Grade Career Day with Students for CTE Program</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>49. Articulate Courses with local Community Colleges</td>
<td>✓</td>
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</tr>
</tbody>
</table>

**CATEGORY: SAEP, School Farm, Greenhouse Facility Responsibilities**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Stevens</th>
<th>Baxter</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. Oversee Development of Greenhouse &amp; Lath house Facility</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>50. Oversee Maintenance of the School Farm, Tractors, Fences, Water System, Septic System and Other Equipment</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>51. Conduct Educational Programs that Promote Fair and Ethical Treatment/Management of Livestock</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>52. Oversee <strong>Beef Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>53. Oversee <strong>Swine Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>54. Oversee <strong>Sheep Livestock Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>55. Oversee <strong>Poultry Projects</strong> at the School Farm and at Student Homes</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>56. Oversee <strong>Goat Projects</strong> at the School Farm and at Student Homes; Weigh Every Two Weeks</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>57. Purchase and Supervise Livestock for Educational Purposes</td>
<td>✓</td>
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</table>

**LMHS 2011-2012**
<table>
<thead>
<tr>
<th>Responsibility</th>
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<tbody>
<tr>
<td>58. Develop Feeding and Breeding Programs for all Livestock</td>
<td>☑</td>
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</tr>
<tr>
<td>59. Be available for Birthing/Doctoring Livestock at all Times of the Day or Night <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
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<tr>
<td>60. Train and Educate 1-3 Students per Year as Farm Managers</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>61. Train and Educate 1-2 Students per Year as Greenhouse Managers</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>62. Develop a Contract for Student Accountability for Projects Housed at School Farm and Greenhouse</td>
<td>☑</td>
<td></td>
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<tr>
<td>63. Make Arrangements for Farm Coverage if Farm Managers are not Available <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>64. Check Animals Daily to Insure Student Responsibility and Animal Health/Nutrition, Includes Non-Attend. Days <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>65. Arrange Market Animal Processing for Approximately 50 Animals Per Year</td>
<td>☑</td>
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<tr>
<td>66. Haul Animals to Processing Facility when Necessary</td>
<td>☑</td>
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</tr>
<tr>
<td>67. Purchase Vet Supplies and Treat Sick Animals when Necessary, Demonstrating Practices to Students <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>68. Manage Pasture Rotation and Irrigation</td>
<td>☑</td>
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<tr>
<td>69. Purchase and Pickup all Feed Necessary <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>70. Purchase Vaccinations for New Animals, Teaching Injections to Students <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
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</tr>
<tr>
<td>71. Purchase De-Worming Medication for Student and School Housed Projects, Develop Schedule for De-Worming <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
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<tr>
<td>72. Meet with Necessary Vendors to Arrange or Facilitate Improvements</td>
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<td>☑</td>
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<tr>
<td>73. Purchase and Pickup Supplies Needed for Farm Maintenance and Improvements</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>74. Repairs and Emergency Operations During Non-Attendance Days</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>75. Respond to Night and Weekend Calls <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>76. Capture and Return Escaped Animals <em>(See Species Responsibilities Above)</em></td>
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<td>☑</td>
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<tr>
<td>77. Transport Animals to Student Locations <em>(See Species Responsibilities Above)</em></td>
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<td>☑</td>
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<tr>
<td>78. Attend Private Treaty or Organized Sales in Order to Purchase Fair Animals for Student Projects</td>
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<tr>
<td>79. Acquire Mother Stock Plants for Propagation Purposes</td>
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<td></td>
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<tr>
<td>80. Conduct Plant Sales for Student Education</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>81. Sales and Dispersals of Animals Used for Classroom Education</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>82. Conduct Project Visits and Weigh Every Projects Every Two Weeks, Logging Student Contact and Suggestions <em>(See Species Responsibilities Above)</em></td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>83. Properly Insure Student Fair Projects</td>
<td>☑</td>
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<tr>
<td>Responsibility</td>
<td>Stevens</td>
<td>Baxter</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>84. Help Students Acquire Financing for Fair Projects</td>
<td>✔️</td>
<td></td>
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<tr>
<td>85. Supervise Ag. Mech. Projects for Exhibits at TDF</td>
<td>✔️</td>
<td></td>
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<tr>
<td>86. Open shops in Evenings or Weekends for Project Construction when Needed for Completion</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>87. Facilitate DMV Paperwork for Trailer Project Transportation</td>
<td>✔️</td>
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</tr>
<tr>
<td>88. Disposal of Mortalities at School Farm or Student’s Homes when Needed (See Species Responsibilities Above)</td>
<td>✔️</td>
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</tbody>
</table>

**CATEGORY: FFA Responsibilities**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Stevens</th>
<th>Baxter</th>
</tr>
</thead>
<tbody>
<tr>
<td>89. Budget for Supervised Officer Retreat</td>
<td>✔️</td>
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<tr>
<td>90. Complete Transportation Request, Requisitions and Permission Slips for Supervised Officer Retreat</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>91. Develop Officer Retreat Agenda and Officer Binders</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>92. Meet with Officers to Schedule Calendar of Events</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>93. Develop a Program Plan with FFA Officer Team</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>94. Schedule Officer Portraits and Include Team Picture in POA &amp; Media</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>95. Conduct and Supervise FFA Officer Meetings Every Thursday at Lunch</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>96. Supervise Officer planning of FFA Monthly Chapter FFA Meetings</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>97. Attend FFA Monthly Chapter FFA Meetings</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>98. Update and Register New Members on the State FFA Roster</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>99. Register and Chaperone Students for Greenhand FFA Conference</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>100. Register and Chaperone Students for Made for Excellence FFA Conference</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>101. Register and Chaperone Students for Advanced Leadership Academy</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>102. Complete Housing Registration for State FFA Convention through the Fresno Housing Bureau</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>103. Register and Students for State FFA Convention</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>104. Chaperone Students for State FFA Convention</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>105. Register and Chaperone Students for National FFA Convention</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>106. Register and Chaperone Students for COLC</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>107. Order Supplies &amp; Pins for Chapter Fall Awards Ceremony – Greenhand Initiation</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>108. Plan and Conduct Chapter Fall Awards Ceremony – Greenhand Initiation</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>109. Order Plaques, Awards and Pins for Chapter End of Year Awards Banquet</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>110. Plan and Conduct Chapter End of Year Awards Banquet</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>111. Schedule and Attend Officer Rehearsals for Awards Banquet</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>112. Teach and Oversee Every Student’s FFA Recordbook</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>113. Teach FFA in Classes</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>114. Coach Creed Speakers</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>115. Coach Best Informed Greenhand Team</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>116. Coach Job Interview Contestants</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>117. Coach Prepared Public Speaking Contestants</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>118. Secure Coach for Parliamentary Procedure Team</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Stevens</td>
<td>Baxter</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>119. Coach Extemporaneous Public Speaking Contestants</td>
<td>✓</td>
<td></td>
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<tr>
<td>120. Supervise Student Record Books</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>121. Supervise Regional Officer Applications</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>122. Applications for State FFA Degrees</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>123. Applications for Proficiency Awards Regional, State and National</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>124. Applications for National FFA Degrees</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>125. Supervise Daily FFA Cookie Sales at Break</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>126. Organize Firewood Fundraiser or Landscape Raffle Fundraiser</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>127. Organize Tri-Tip Drive Thru Fundraiser</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>128. Monitor Treasurer’s Deposits and Check Requests in FFA Student Body Account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>129. Plan and Hold Fair Exhibitor/Parent Meeting, Students and Parents Sign Exhibitor Contract</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>130. Hold a Fair Entry Form Meeting</td>
<td></td>
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</tr>
<tr>
<td>131. Purchase FFA Jackets</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>132. Maintain a Chapter Set of Official Dress for Students to Borrow</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>133. Score State and National FFA Degree Candidates</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>134. Score Proficiency Award Applicants</td>
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<tr>
<td>135. Attend 85% of State Wide Judging Days</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>136. Coach Judging Team(s) in preparation for Shasta College Field Day</td>
<td>✓</td>
<td></td>
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<tr>
<td>137. Coach Judging Team(s) in preparation for Arbuckle Field Day</td>
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<tr>
<td>138. Coach Judging Team(s) in preparation for UC Davis Field Day</td>
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<tr>
<td>139. Coach Judging Team(s) in preparation for Chico State Field Day</td>
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<tr>
<td>140. Coach Judging Team(s) in preparation for Merced College Field Day</td>
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<tr>
<td>141. Coach Judging Team(s) in preparation for MIC Field Day</td>
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<tr>
<td>142. Coach Judging Team(s) in preparation for Fresno Field Day</td>
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<td></td>
</tr>
<tr>
<td>143. Coach Judging Team(s) in preparation for State Finals</td>
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<td></td>
</tr>
<tr>
<td>144. Attend Public Speaking Contests</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>145. Organize Chapter Level Job Interview Contest</td>
<td></td>
<td>✓</td>
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<tr>
<td>146. Organize Chapter Level Creed Contest</td>
<td>✓</td>
<td></td>
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<tr>
<td>147. Organize &quot;Cash for Corduroy&quot; fundraiser for Chapter Level Contests</td>
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<td>✓</td>
</tr>
<tr>
<td>148. Assist Students with Sectional Project Competition</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>149. Promote National FFA Week with School Wide Activities</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>150. Maintain a Chapter Website for State Competition</td>
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<td>✓</td>
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</tbody>
</table>
Substitute Teacher Procedures and Plans
Dear Substitute,
Please fill out the following behavior report for each class period. I would like to know how my students behaved for you. Thank you for taking the time to complete this.
Thank you, -Ms. Baxter

<table>
<thead>
<tr>
<th>Substitute’s Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

### Period 1: Floral Design
Please Circle

<table>
<thead>
<tr>
<th>Class Behavior Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student(s) that were helpful and made your day easier:</td>
<td></td>
<td></td>
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<tr>
<td>Student(s) that were disruptive or off task:</td>
<td></td>
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<tr>
<td>General Comments:</td>
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### Period 3: Plant Science
Please Circle

<table>
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<tr>
<th>Class Behavior Grade</th>
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<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
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### Period 4: Floral Design
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### Period 7: Ag Leadership

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**Other:**

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Friday, January 16, 2009

*Sub Binder has helpful information.

Period 2, 3, 5: Agriculture Biology
1. Warm Up: Their warm-up is written on the top middle board and everyone should get out their hot yellow Warm-Up Sheets to record the word and look up the definition or answer the question.

2. Movie: Planet Earth, Disc 1
   a. DVD is in the VCR next to the front computer.
   b. Pull down the projector screen.
   c. I set up the projector for you this morning. All you have to do is press the bottom button that says (BLACK SCREEN B) (hold down for a second) on the control panel on the wall to the right of the front computer. This should make the picture appear.
   d. Then press play on the VCR.
3. If students are loud during the movie... have them take notes.

Period 4: Agriculture Science
1. Warm Up: Their warm-up is written on the top middle board and everyone should get out their hot yellow Warm-Up Sheets to record the word and look up the definition, or answer the question.

2. Individual Seat Work (Purple Packet): Have students read the Dairy Commodity Fact and answer the questions on the back of the page.
3. Group Work (Purple Packet): Have students work in groups to complete the Dairy Crossword Puzzle.
4. I have attached the answer key. If they struggle you can coach them along.
5. Please collect this assignment at the end of class.

Period 6: Floral Design
1. Take attendance and then have the class put up all the chairs and stools.
2. Take the class down the hall to the library and have them finish the assignment they started yesterday. I have provided extra copies (pink) but they should have theirs from yesterday.
3. Direct the students to their books if they have trouble identifying flowers or foliage.
4. Please collect this assignment at the end of class.

Helpful Hints and Rules to Enforce:
- Please do not take this substitute binder to the front office.
- Do not let students sit on back counters for movies. They turn on the water and leave it dripping.
- Please do not take attendance on the student sheets in this binder, they are just for reference.
- Please keep and extra eye on the floral refrigerator and front computer. They should not be touched.
- Also make sure students to not unlock the windows. This has been a problem lately.

Bathroom Policy: Please use your own discretion. They must have their planners for you to sign to excuse them.
Tuesday - Thursday September 21-23, 2010

Period 1: Plant Science

1. Warm Up: None
2. Students will need to bring their text books to class in order to complete the following:
   (They are also welcome to use the class set of Sunset Western Garden Books as a supplemental resource.)
   ✓ Assignment #1: Seed Crossword Puzzle (bright yellow)
   ✓ Assignment #2: Seed Germination (lavender)
   ✓ Assignment #3: Seed Germination Continued (light yellow)
3. Assignments can be kept in their green folders to be graded when I return.

Period 2: Prep

Period 3: Floral Design

1. Warm Up: Students will use the class set of Western Garden Books or Encyclopedia of Flowers to look up the flower or foliage that is listed on the front board. They will then record their data and should return the books neatly to the front bookshelf.
   ✓ Assignment #1: Finish the following:
   - Butterfly Color Schemes Assignment
   - Peacock Color Wheel Assignment
   o (Art supplies are on the rolling cart and should be neatly returned by the end of the period.)
2. Students will need to bring their text books to class in order to complete the following:
   ✓ Assignment #2: Chapter 2 Review: Design, Harmony & Unity (purple)
   ✓ Assignment #3: Chapter 4 Review: Balance, Proportion & Scale (pink)
3. Assignments can be kept in their red folders to be graded when I return.

Period 4: Agriculture Science

1. Warm Up: None
2. Students will use the class set of The Science of Animal Agriculture text books in order to complete the following:
   ✓ Assignment #1: Read Chapter 2, The Large Animal Industry (Pg. 15-38)
   o Complete the lavender Chapter Review handout provided
   ✓ Assignment #2: Read Chapter 10, Animal Behavior (Pg. 144-158)
   o Complete the tan Chapter Review handout provided
3. Assignments can be kept in their blue folders to be graded when I return.

Period 5 & 6: Agriculture Biology

1. Warm Up: Their warm-up is written on the middle board and everyone should get out their gold Warm-Up Sheets to record the question & answer. They can use their notes or books to do so.
2. Have one of the students log-in to the front computer. Open Internet Explorer and go to:
   ✓ Assignment #1: Watch Silence of the Bees (This will take all of the period on Tuesday and part of Wednesday. As the student watch the video they should be taking Cornell Notes on the white handout provided. (Due Friday)
   ✓ Assignment #2: Article Review: “Pollination Puzzle Answers Elusive” (green handout)
   ✓ Assignment #3: Article Reviews: “Colony Collapse Disorder Researchers Rules out Pesticides” & “Orchardists Seek Alternative Pollinators” (blue handouts)
   *Use the white copies of the articles as a class set... collect and use again in 6th period.

CHAIRS UP, CURTAINS OPEN AND CHECK FLOOR AT END OF 6TH PLEASE
Helpful Hints and Rules to Enforce:

- Do not let students sit on back counters for movies. They turn on the water and leave it dripping.
- Also make sure students to not unlock the windows. This has been a problem.
- Students are not allowed in the side room unattended. Exception: Francis Ocampo (TA)
- Students to be “aware” of:
  - 1st: none
  - 3rd: Rafa & Marcos
  - 4th: None
  - 5th: Samuel, Luis, Lance
  - 6th: Ramon, Isidro

Helpful Students:
- 1st: All
- 2nd: Phylicia, Courtnie
- 4th: All
- 5th: Matthew, Miranda, Adrian
- 6th: Sierra, Ramiro, Chantal

Bathroom Policy: Please use your own discretion. They must have their planners for you to sign to excuse them.

TO USE THE PROJECTOR:

a. Pull down the projector screen in front of the whiteboard.

b. On the lower left wall beside the front computer find the white control panel.

c. Make sure the Display/On button is lit up (hold for a second if not).

d. The PC 1 button on the right hand column should also be lit.

e. Volume is on that panel as well (black knob).

f. The <B> Black Screen Button will turn the image on and off.

Troubleshooting:
*If the screen has black bars on it: Press PC 2, then back to PC 1.
<table>
<thead>
<tr>
<th>PERIOD 2: AG BIOLOGY</th>
<th>PERIOD 3: PLANT SCIENCE</th>
<th>PERIOD 4: AG SCIENCE</th>
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<th>PERIOD 6: FLORAL DESIGN</th>
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<tr>
<td>Video: The Thin Green Line (50 minutes)</td>
<td>Careers in Horticulture Research Project in Library</td>
<td>Video: Becoming Human, Part II</td>
<td>Careers in Horticulture Research Project in Library</td>
<td>World Wide Web Assignment (Purple) Due Friday 4/16</td>
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<tr>
<td>Video: The Thin Green Line (50 minutes)</td>
<td>Careers in Horticulture Research Project in Library</td>
<td>Video: Becoming Human, Part III</td>
<td>Careers in Horticulture Research Project in Library</td>
<td>Floral Design Crossword Puzzle Due at end of period</td>
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**Thursday April 15th**

**Friday April 16th**

**Monday April 19th**

**Tuesday April 20th**
SUBSTITUTE BEHAVIOR ESSAY

Due to YOUR inappropriate behavior for the substitute teacher, you must copy this essay to help you understand what kind of behavior is expected for a substitute teacher. You may print or use cursive, but your copy must be neat and legible, and signed by your parents and the Assistant Principal.

A substitute teacher is an ordinary person, just like you or me. A substitute teacher has an interesting kind of job. Most people know where they will be working each day. A substitute teacher does not. Each day, he or she is called very early in the morning and told where he or she will be working that day. It may be at an elementary school, a junior high school, or a high school. After he or she arrives at the assigned school, the substitute reports to the office to find out for which teacher he or she will be the substitute teacher.

When the substitute teacher reports to the classroom, he or she finds plans written by the regular teacher telling the substitute about the classes and what should be taught that day. A substitute teacher must be very flexible because some teachers have complex plans while others may leave independent work or an activity or a movie. The substitute’s job is to follow the regular teacher’s plans so that the students can continue with their regular studies.

The substitute teacher has a difficult job. He or she has to work with students that he or she doesn’t know, in a classroom he or she is not used to. Sometimes the substitute teacher may not be as familiar with the subject being taught by the regular teacher. Each school’s rules may be a little different and the substitute teacher needs to be familiar with those school rules.

Students sometimes think it is funny to be mean to the substitute or disobey him or her. This is rude behavior and is unacceptable. A substitute teacher is an ordinary person just like you or me and must be treated with respect.

A good way to act toward a substitute teacher would be to sit quietly and do what the substitute teacher says to do. A helpful student might ask the substitute teacher if he or she needs anything. A substitute teacher would probably appreciate a pleasant “hello” and a smile. Common courtesy is the key to success with a substitute teacher.

Copy and answer these questions on the reverse side of your paper and obtain the necessary signature below.

What kind of behavior did I have for the substitute teacher?

How could I have made it a better day for the substitute teacher?

Parent’s Signature: ____________________________  Principal’s Signature: ____________________________
Agriculture Department

PROGRAM COMPLETION STANDARDS

To be considered a "Program Completer" a student must meet or exceed the following expectations set forth by the Agriculture Department.

1) Agriculture Course Enrollment:
   a) Have been an enrolled in an Agriculture course for at least four years prior to graduation (one or more schools is acceptable).

2) State FFA Degree Recipient:
   a) Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at our above the ninth grade level, which includes an SAE.
   b) Have earned and productively invested at least $1,000, or have worked at least 300 hours outside of schedule class time through an SAE.
   c) Demonstrated leadership ability by performing 10 parliamentary law procedures, giving a six-minute speech on a topic relating to agriculture or FFA, and serving as an FFA officer, committee chairperson, or committee member.
   d) Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent. GPA: 2.5 or higher.
   e) Participated in the planning and implementation of the chapter's Program of Activities.
   f) Participated in at least five different FFA activities above the chapter level.
   g) Complete at least 25 hours of community service in a minimum of two different activities. All community service hours are cumulative, i.e. the 10 community service hours used to obtain the chapter degree can be used toward the state degree.

3) Meet or Exceed Agriculture Program Competency Levels
Agriculture Program Competency Levels

has followed courses of study and practice in Agriculture and has attained the following competency levels in the following areas:

✓ (n/a) not applicable
✓ (1) does not meet basic standards
✓ (2) basic
✓ (3) good
✓ (4) excellent

**ANIMAL SCIENCE**
- Basic Animal Science
- Farm Animal Anatomy and Physiology
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef & Dairy Cattle
- Swine
- Sheep
- Livestock Evaluation and Selection
- Poultry

**FLORAL DESIGN**
- Wiring & Taping Techniques
- Cut Flower & Foliage Handling
- Wedding, Holiday or Themed Retail Arrangement Construction
- Boutonniere & Corsage Construction
- Floral Design Judging
- Flower Identification
- House Plant Identification

**HORTICULTURE**
- Basic Plant Science
- Plant Taxonomy
- Species Identification
- Propagation Methods
- Disease & Pests
- Nursery Management
- Soils & Fertilizers
- Irrigation and Drainage

**AGRICULTURE MECHANICS**
- Shop Safety
- Measurement
- Oxyacetylene Welding
- Cutting & Brazing
- SMAW
- MIG & TIG
- Woodworking
- Equipment Use

Certifying Instructor: _______________________
Date: _______________________
Total Score: _______________________
Dual Enrollment Program
Request for High School Course Approval

Course Information

Academic Year 2011 - 2012  Is this a NEW course request? Yes ___ No ___
High School & District: LOS MOLINOS UNIFIED SCHOOL DISTRICT, LOS MOLINOS HIGH SCHOOL
Shasta College Course Requested (Name & Number): AGPS 20, PLANT SCIENCE
Day(s) course is to be taught: M-F  Hours: TBA  Room: 205
Course Beginning & Ending Dates: 08/17/11 - 06/19/12  Expected enrollment: 20
Semester: Fall  (Note: Shasta College course can coincide with high school calendar)
High School Equivalent Course (Name & Number): PLANT SCIENCE / HORTICULTURE

Instructor Information

Please print the following High School District teacher information:

- Name: DONNIE BAXTER

- Does the teacher meet minimum qualifications in the subject area? Yes ___ No ___

Please reference the Minimum Qualifications for Faculty and Administrators in California Community Colleges

Would you like this to be a permanent course offering at your school? Yes ___ No ___ Maybe ___

Textbook to be used: SUNSET WESTERN GARDEN BOOK & HARTMANS PLANT SCIENCE

Author: K.N. BREYEL  Year: ______  Edition: 4TH

Please attach syllabus/course outline and course description.

*High School Approvals:

[Signatures and dates for principal, district department chair, requesting teacher, and superintendent or authorized agent]

Shasta College Use Only

[Approval fields with checkboxes for Approve and Deny]

Division Dean  Date

Comments:

Dean EWD  Date

*After site signatures are obtained by High School District, submit form to Shasta College EWD for final processing. Revised 1/2011
Course Information

Academic Year 2011-2012 Is this a NEW course request? Yes ___ No ___

High School & District: LOS MUNDOS HIGH SCHOOL, LOS MUNDOS UNIFIED SCHOOL DISTRICT
Shasta College Course Requested (Name & Number): AGEH 34 ___ 44 ___

Day(s) course is to be taught: M-F Hours: TBA Room: 205 __________

Course Beginning & Ending Dates: 08/17/11 - 06/16/2012 Expected enrollment: 20 (2 PERIODS) 20 EACH

Semester: F/S __________ (Note: Shasta College course can coincide with high school calendar)

High School Equivalent Course (Name & Number): THE ART AND HISTORY OF FLORAL DESIGN

Instructor Information

Please print the following High School District teacher information:

• Name: BONNIE BAXTER

• Does the teacher meet minimum qualifications in the subject area? Yes ___ No ___

Please reference the Minimum Qualifications for Faculty and Administrators in California Community Colleges

Would you like this to be a permanent course offering at your school? Yes ___ No ___ Maybe ___

Textbook to be used: THE ART OF FLORAL DESIGN

Author: NORA T. HUNTER Year: ___ Edition: 200 ___

Please attach syllabus/course outline and course description.

Shasta College Use Only

□ Approve □ Deny

Division Dean Date

Comments:

Dean EWD Date

After site signatures are obtained by High School District, submit form to Shasta College EWD for final processing. Revised 1/2011
SHASTA COLLEGE
NATURAL RESOURCES INDUSTRY AND PUBLIC SAFETY DIVISION
CLASSROOM/WORKSITE OBSERVATION REPORT

Member Observed: Bonnie McKee
Observer: Missey Dunaetz
Class/Worksite Observed: Floral Design
Length of Observation: 1 Hour
Observation Date: Thurs 17 March 2011
Scheduled Time for Activity: 1028-1128am
Announced X Unannounced □

Observations:
Bonnie started by talking with student about the future ag classes he should take. Students gathered their packets/books/materials; Bonnie asked them to get settled and to not smash the flowers that were on their desks. Students started on their warm-ups. Bonnie wandered around checking on each and then wrote the assignment on the board and gave verbal instructions. She showed a powerpoint slide of a corn plant and students described parts of the plant. She praised one table of students “This table is amazing!” and then told the next table “you’re not bad either!” Bonnie announced to the class the results of the previous day’s FFA competitions/awards and said congratulations to two of the members who rec’d their State Farmer degrees. Bonnie then asked students to identify plant species from a slide show. Students quickly identified the many plants that they had learned so far this year. She advised what was needed in their warmuup drafts and then thanked the students for being good for the substitute teacher. The maintenance man walked in/out. Bonnie then put the wristlet corsage slide show instructions on the screen and asked individual students questions which they responded to. Michaela asked a question and Bonnie answered and suggested she use filler not focal. Leann asked about flush and Bonnie replied that stub would work better for the glue to stick. She reviewed the materials and class gave answers. She reminded them about cleaning up their own messes and that they would need to take pictures of their corsages for their portfolios. “GO” and students started getting their floral materials. Each student has their own tool box and flowers were in buckets spread around the room. Bonnie turned on the music for students to listen while they worked and then wandered around the room helping, suggesting and showing how to make the corsages. All students were on task and working. The student teacher was helping a special needs student. Bonnie asked if students were done with the orchids so she could return them to the cooler. Maintenance men walked in/out. She interacted with a student who wasn’t happy with their corsage and helped her figure out how to make it better. She gave a 10-minute warning and urged students to pace themselves accordingly. Bonnie then took her clipboard/gradesheet and began taking notes on each students corsage. She helped another student analyze why he didn’t like his floral design. She continued walking around grading and helping students. She took each students picture with his corsage for their portfolio. Students cleaned up their areas.

Conclusions/Suggestions:
Bonnie is doing an excellent job of sharing her passion for floral design with the students. She integrates the modern technology of the powerpoint/bigscreen with her lecture and then gives students plenty of hands-on project time. She helps the students to figure out answers on their own, challenging them to think. Bonnie was very organized, had all the materials ready and was very familiar with the curriculum and information that she was teaching. She has great classroom management skills and even with continual interruptions from maintenance men walking in/out, Bonnie remained patient and on-task. Bonnie has a great rapport with the students and they are very responsive to her. Overall Bonnie is doing an awesome job with the Floral Design class and the only suggestion that I have is to spend just a moment or two “starting” and “ending” the class.

Faculty Member's Comments:

This observation report and any attachments have been read and discussed by those signed below:

[Signature]
Faculty Member's Signature
Date: 03-21-11

Observers Signature/Title
Date

This report becomes part of the total evaluations process and is used to support the Faculty Evaluation Summary Report. 9/03
Bonnie shared multiple things to students to improve:

1. Bonnie had all materials ready (flowers in buckets)
2. Presentation/lecture was well-designed to meet the course objectives/outcomes
3. Presentation of materials was well-organized.
4. Presentation reads current and depth of knowledge of field.

Bonnie also shared:

5. How to create a mix of contracts for the St. Patrick's Day holiday both in the course objectives and subject areas.
6. She shared that she was prepared to share that she was very knowledgeable in the floral design.

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<tr>
<th>Observations or Examples</th>
<th>Improvement</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>Worksite Job Performance</td>
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<td>Directions, Needs</td>
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<td>Meets or Exceeds</td>
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Evaluator: Missy Dunneiz

Date: This 17 March 2011

Faculty Member: Bonnie Mckeever

LA MELNOS HIGH SCHOOL

PART-TIME EVALUATION SUMMARY REPORT

SHASTA COLLEGE

APENDIX B
Each student with their assigned course.

Just as enthusiastic about the class as Bonnie.

Observations or Examples

Table: Improvements, Needs, and Expectations

<table>
<thead>
<tr>
<th>Rating</th>
<th>Improvement</th>
<th>Exceeds Expectations</th>
<th>Needs</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

A. Needs

1. Faculty member encourages student participation.
2. Faculty member explains concepts clearly.
3. Faculty member engages students.
4. Faculty member communicates clearly.
5. Faculty member uses methods and materials适宜 to the needs of the students.
6. Faculty member presents material with enthusiasm and interest.

B. Presentation

Demonstrates respect for students, rights and freedoms by showing:

- Enthusiasm and interest.
- Responding to the needs of the students.
- Appropriate use of methods and materials.
- Communicates clearly.
- Encourages participation.

C. Participation

- Exemplifies expected behaviors.
- Responds to questions.
- Engages in class discussions.
- Prevents distractions.

D. Environment

- Provides a conducive learning environment.
- Maintains an orderly classroom.
- Encourages critical thinking.
- Supports collaborative learning.

E. Presentation

- Demonstrates knowledge and expertise.
- Engages with the material.
- Adapts to the audience.
- Uses technology effectively.

F. Conclusion

- Summarizes key points.
- Provides a conclusion.
- Encourages reflection.
- Suggests areas for improvement.

G. Reflection

- Reflects on the lesson.
- Identifies areas for improvement.
- Seeks feedback from students.
- Plans for future lessons.

H. Conclusion

- Highlights the main points.
- Encourages further exploration.
- Provides a concluding statement.
- Emphasizes the importance of the lesson.
### Student Opinion of Teaching Results, Spring 2011

**Instructor:** McKee, Bonnie

<table>
<thead>
<tr>
<th>Question</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. Course objectives and requirements in the first day handouts are:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>Completely clear</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>Unclear</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>TOTAL responses for this question</td>
<td>25</td>
<td>100.0</td>
</tr>
<tr>
<td>Q2. The instructor is well organized and prepared for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every class session</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>Most every class session</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>None of the class sessions</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>TOTAL responses for this question</td>
<td>25</td>
<td>100.0</td>
</tr>
<tr>
<td>Q3. The instructor’s explanation of concepts and principles is:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always understood</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>Usually understood</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>TOTAL responses for this question</td>
<td>25</td>
<td>100.0</td>
</tr>
<tr>
<td>Q4. The instructor’s presentation material:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Really captures my interest</td>
<td>18</td>
<td>72.0</td>
</tr>
<tr>
<td>Is usually interesting</td>
<td>7</td>
<td>28.0</td>
</tr>
<tr>
<td>TOTAL responses for this question</td>
<td>25</td>
<td>100.0</td>
</tr>
<tr>
<td>Q5. The instructor’s knowledge of material is:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>In-depth, broad, accurate and up-to-date</td>
<td>16</td>
<td>64.0</td>
</tr>
<tr>
<td>More than adequate</td>
<td>7</td>
<td>28.0</td>
</tr>
<tr>
<td>Acceptable, but limited</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>TOTAL responses for this question</td>
<td>25</td>
<td>100.0</td>
</tr>
<tr>
<td>Q6. The course grading system is:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Completely clear</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>Mostly clear</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td>Not completely clear</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>TOTAL responses for this question</td>
<td>25</td>
<td>100.0</td>
</tr>
<tr>
<td>Q7. The instructor’s grading practices seem:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completely fair</td>
<td>19</td>
<td>76.0</td>
</tr>
<tr>
<td>Usually fair</td>
<td>6</td>
<td>24.0</td>
</tr>
<tr>
<td>TOTAL responses for this question</td>
<td>25</td>
<td>100.0</td>
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</tbody>
</table>
### Q8. The instructor returns exams and assigned work in a reasonable time:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>20</td>
<td>80.0</td>
</tr>
<tr>
<td>Usually</td>
<td>5</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Q9. The instructor includes helpful comments on returned assignments:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>18</td>
<td>72.0</td>
</tr>
<tr>
<td>Usually</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Q10. Outside of class, the instructor is:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Available always</td>
<td>18</td>
<td>72.0</td>
</tr>
<tr>
<td>Available during office hrs only</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>Have not tried to meet outside of class</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Q11. With consideration to characteristics of diversity, the instructor is:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Open-minded, sensitive to all students</td>
<td>20</td>
<td>80.0</td>
</tr>
<tr>
<td>Usually sensitive to most students</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>Occasionally insensitive to students</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Q12. Overall, this instructor will:

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Strongly be recommended</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>Probably be recommended</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td>Might be recommended</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>TOTAL responses for this question</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**TOTAL STUDENT RESPONDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
What do you consider this instructor’s strengths?

- Projecting her voice well, teaching at the right pace, helping, uses visuals, hands on projects.
- Ms. M has many strengths. She’s a well-organized person and tries hard to always have something fun prepared for us while still learning something new.
- The teacher’s strengths is her way of teaching because it is interesting and educational.
- She’s very nice, friendly, not racist. She knows how to make a class super fun!
- She is fully and makes class fun and easy to comprehend.
- Ms. M has many strengths, she knows what she is talking about, she is very organized, she is very kind to everyone and she dedicates a lot of her own time to students.
- She knows a lot about plants and the Hort business, she is very patient with students, she is really nice and sweet. She can be serious but also very funny.
- She is an all around great teacher. She is more fun hands off stuff.
- She is super organized and always prepared to do something. She makes learning something like florist design fun and enjoyable.
- This constructor strength’s seems to be when we listen we can learn.
- Description on how to do things.
- Organization skills and in depth explanations.
- Well organized and explanations.
- I think that her strengths are in floral & animal or science incorporated classes.
- Knowing how to explain things, She knows how to keep us focus because her way of instructing is interesting.
- Well prepared, organized, communicates well with students, and makes time to help those students in need.
- Organized, Knowledgable, kind, helpful, professional, communicates, very well with students.
- I believe she is very good at teaching us the things we need to know.
- To get the students interest in what we’re learning/explanations.
- She is very orginized. She gets along well with her students and she’s amazing.

What specific improvements could this instructor make?

- I can’t think of any.
- None, She is truthfully the second best science teacher I have ever had, Mr. M is #1.
- I honestly don’t think that she has any improvements to make.
- Sometimes when she talks, she starts slurring her words, so maybe speak slower.
- I think she is great and doesn’t need to improve.
- Every now and then she gets stressed and uptight because of her heavy workload.
- None this instructor is awesome!
- I would say nothing she is very organized an helpful even with things out of class. She is a good teacher very patient and understanding.
- None that I can think of.
- N/A

Note: all written comments are typed exactly as they appear on the evaluations.
<table>
<thead>
<tr>
<th>INVOICE DATE</th>
<th>INVOICE NUMBER</th>
<th>P.O. NUMBER</th>
<th>REQUISITION NO.</th>
<th>INVOICE AMOUNT</th>
<th>DISCOUNT</th>
<th>INVOICE TOTAL</th>
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<td>07/25/2011</td>
<td>BB LOWES 71811 72011</td>
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<td></td>
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<tr>
<td>08/01/2011</td>
<td>BB THOMESCREEK 71211</td>
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</tr>
<tr>
<td>07/25/2011</td>
<td>BB WALMART 72011</td>
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<td>25.57</td>
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## LOS MOLINOS UNIFIED SCHOOL DISTRICT

### REQUISITION

- [ ] Purchase Order
- [x] Reimbursement
- [ ] Check Request
- [ ] Credit Card

**Company/Person:**

**Mailing Address:**

**City:**

**State:**

**Zip:**

**Phone:**

**Fax:**

**SACS CODE(S):**

```
01_7010.0110.1000.4300.512.000_000
```

### PLEASE CHECK ONE:

- [ ] Phone in Order
- [ ] Mail Purchase Order
- [ ] Put P.O. in My Mail Box
- [ ] Online Order
- [ ] Fax Purchase Order
- [ ] Mail Check to Vendor
- [x] Put Check in My Mail Box

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Item #</th>
<th>Description</th>
<th>Price (each)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>511668</td>
<td>Fly Tape Kit</td>
<td>$8.75</td>
<td></td>
</tr>
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<td>1</td>
<td>511669</td>
<td>Fly Tape</td>
<td>$34.75</td>
<td></td>
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</table>

**Total:** $43.50

Merchandise Total: **$43.50**

8.25% Sales Tax: **$3.58**

**TOTAL:** **$47.08**

---

**Requested By:**

**Date:**

**Approved By:**

**Date:**

Please attach **ALL** receipts with **TAPE** on an 8 ½ X 11 sheet of paper.

Requisition #

P.O. #

Date
LOS MOLINOS UNIFIED SCHOOL DISTRICT

REQUISITION

☐ Purchase Order  ☑ Reimbursement  ☐ Check Request  ☐ Credit Card

Company / Person: Bonnie Baxter

Mailing Address: 74321 Martin Luther King Ave.

City: Vacaville  State: CA  Zip: 95688

Phone:  Fax:

SACS CODE(S):

01 7010 0 1110 1000 4350 5200 512 000 000

PLEASE CHECK ONE:

☐ Phone in Order  ☐ Mail Purchase Order  ☐ Put P.O. in My Mail Box  ☐ Online Order

☐ Fax Purchase Order  ☐ Mail Check to Vendor  ☐ Put Check in My Mail Box

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Item #</th>
<th>Description</th>
<th>Price (each)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Food for FEMA Officers Retreat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Merchandise Total

8.25% Sales Tax

TOTAL

77.22

Please attach ALL receipts with TAPE on an 8 1/2 X 11 sheet of paper.

Requested By: [Signature]  (Print Name)  Date: 7/25/2011

Approved By: [Signature]  Date: 7/25/2011

Requisition #  P.O. #  Date
LOS MOLINOS UNIFIED SCHOOL DISTRICT

REQUISITION

☐ Purchase Order  ☑ Reimbursement  ☐ Check Request  ☐ Credit Card

Company / Person:  

Mailing Address:  

City: PARADISE  State: CA  Zip: 95451

Phone (  )  Fax (  )

SACS CODE(S):

$101.70 10.01 110.1000.4300.512.000.000

$101.0000.000.1213.100D.4300.512.000.000

PLEASE CHECK ONE:

☐ Phone in Order  ☐ Mail Purchase Order  ☐ Put P.O. in My Mail Box  ☐ Online Order

☐ Fax Purchase Order  ☐ Mail Check to Vendor  ☐ Put Check in My Mail Box

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>#1052</td>
<td>GREENHOUSE SUPPLIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RECEIPT#1  →  GREENHOUSE SUPPLIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HOSE PARTS</td>
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<td>64.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FEED CONTAINERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MARRS ETC.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>YELLOW PAINT FOR PB. RECORDS</td>
<td></td>
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Merchandise Total

8.25% Sales Tax

TOTAL 119.16

Requested By:  (Print Name)  Date: 6/14/11

Approved By:  Date: 7/24/11

Please attach ALL receipts with TAPE on an 8 ½ X 11 sheet of paper.

Requisition #  P.O. #  Date
# LOS MOLINOS UNIFIED SCHOOL DISTRICT

## REQUISITION

- **Purchase Order**
- **Reimbursement**
- **Check Request**
- **Credit Card**

**Company / Person:**

**Mailing Address:**

**City:**

**State:**

**Zip:**

**Phone:**

**Fax:**

**SACS CODE(S):**

01.7010.0.1110.1000.4300.512.000.000

---

### PLEASE CHECK ONE:

- **Phone in Order**
- **Mail Purchase Order**
- **Put P.O. in My Mail Box**
- **Online Order**
- **Fax Purchase Order**
- **Mail Check to Vendor**
- **Put Check in My Mail Box**

<table>
<thead>
<tr>
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<th>Total</th>
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<tbody>
<tr>
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<td></td>
<td><strong>INK CARTRIDGE</strong></td>
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<td>$1.00</td>
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<td></td>
<td><strong>THERMOPRINT</strong></td>
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</tbody>
</table>

**Merchandise Total: $35.00**

**8.25% Sales Tax: $0.32**

**TOTAL: $35.32**

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**Requested By:**

**Approved By:**

**Date:**

---

Please attach ALL receipts with TAPE on an 8 ½ X 11 sheet of paper.

---

**Requisition #**

**P.O. #**

**Date**
LOS MOLINOS UNIFIED SCHOOL DISTRICT

REQUISITION

☐ Purchase Order  ☒ Reimbursement  ☐ Check Request  ☐ Credit Card

Company / Person  
Mailing Address  
City  State  Zip  
Phone ( )  Fax ( )

SACS CODE(S):

Please check one:

☐ Phone in Order  ☐ Mail Purchase Order  ☐ Put P.O. in My Mail Box  ☐ Online Order

☐ Fax Purchase Order  ☐ Mail Check to Vendor  ☐ Put Check in My Mail Box

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Item #</th>
<th>Description</th>
<th>Price (each)</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>WALMART</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- VET SUPPLIES FOR SWINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- WRAP</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- TAPE x2</td>
<td></td>
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<td></td>
<td></td>
<td>- SURGICAL PADS</td>
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<td></td>
<td>- THERMOMETER</td>
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</table>

Merchandise Total
8.25% Sales Tax
TOTAL

Please attach ALL receipts with TAPE on an 8 ½ X 11 sheet of paper.

Requisition #  P.O. #  Date

Requested By: (Print Name)  Date  
Approved By:  Date

Date