Spring
2013

AGED 539: Graduate Internship
in Agricultural Education

Anne Katuin

Spring 2013

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Spring 2013

Part I: Quality Criteria Narrative

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1. Curriculum & Instruction

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

Madera-Liberty FFA is a two person department. Between us there are 7 subjects taught, however 2 of them (Vet Science and Ornamental Horticulture) are on an every other year basis. All students in ag classes are members of the Madera-Liberty FFA Chapter and registered on our yearly R-2 roster. This allows every student the opportunity to participate in leadership conferences for personal and chapter development. FFA and SAE are a combined 10% of the grade in each course. Each course requires students to participate in a minimum amount of FFA activities each semester. The requirements are 3 activities per semester for first year ag students and 4 activities a semester for continuing ag students. Students are required to also have an SAE project each year and complete a California FFA Record Book for that project.

The courses currently offered in the Agriculture Department are:

Agricultural Earth Science (P) 9-10-11-12

Earth Science is an introductory physical science course that meets one year of science graduation requirement. Students will use agriculture as a learning tool, to study geology, climate, ecosystems of the plant Earth, and our solar system. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class.

Agricultural Biology (P) 9-10-11-12

Prerequisite: Teacher recommendation for ninth grade students.

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 the principles, central concepts, and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth, reproduction in plant and animals, leadership, FFA, and record keeping. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class.

Veterinarian Science 10-11-12

Prerequisite: Successful completion of Biology.

Veterinary Science class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics, and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class. Elective credit will be awarded each semester for this course. This class may be offered every other year.

Ornamental Horticulture (P) 11-12

The class prepares students for careers in the nursery, landscaping and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production and floriculture as well as landscaping design, installation and maintenance. Floral design is a part of this course that will allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class. Elective credit will be awarded for completing this class.

MICA Algebra 1 - Ag (P) 9-10-11-12

Prerequisite: Successful completion or Pre-Algebra.

Standards taught and outcomes expected in this course are aligned with the basic Algebra 1 class listed above. Additionally, students enrolled in this course will have access to participate in the FFA program. Minimum participation in FFA related activities is a graded component of this class. One repeat attempt of MICA Algebra 1 will be awarded elective credit.

Contemporary Math 12

Prerequisite: Successful completion of Algebra 1 and Geometry.

This course is considered the alternative to Algebra 2 for 12th grade students needing to meet the 3rd yr math requirement to earn their diploma. This course will introduce students to mathematical problem solving including statistics, social choice, mathematics shape and growth, and management science. This course is in the Agriculture Department and requires minimum FFA participation.

Ag Mechanics 1 9-10-11-12

Prerequisite: One Ag science course

This course will focus on the fundamentals of agriculture mechanics. It will give students a basic understanding of wood, structural steel, electrical wire, wood preservatives, paint and other finishes. It will also include procedures utilizing hand tools, portable power tools, and stationary power equipment, as well as the safety precautions for tool use. The selection and use of nails, screws, bolts and glue will be covered in detail. Processes include woodworking, electrical wiring, plumbing, concrete and masonry work, as well as construction.

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

Throughout the department’s history there has only really been one pathway for students to complete within Agriculture. This was an agriscience pathway with a mixture of classes in it. Last year we added math classes to the department as I got hired as an Ag Algebra teacher in an effort to grow the Ag department and fill a need of the math department being a few sections over their current teaching staff maximum. This allowed us another way to bring in freshmen as well as upper students, but there was still not a new pathway. This year we also have the Contemporary Math class in the department which is a senior class. The biggest change this year was the start of an Intro to Ag Mechanics course. It is our hope that this grows into a pathway of its own with Advanced Ag Mechanics, Small Engines, and a Projects class.

Other courses that are on our wish list are Ag Chemistry to keep our juniors in the agriscience pathway, Ag Leadership (which was at one time on the course offerings but was taken off the schedule to make room for science classes when the program was a single person department), and Floral Design. This would give us a class to fit with OH and a way to have students stay in the program and receive the Fine Arts A-G credit.

This year Intro to Ag Mechanics was offered to students that had already completed one ag course. This way the student that had been waiting to see this course happen had first rights to it. Next year it will be open to freshmen and hopefully be the start to its own pathway that will develop over the next few years as they go up into new advanced shop courses.

None of the current pathways offer a way to stay in the same pathway for 4 years, they are all 3 year paths and students have to mix to stay in the program. I hope that in the not too distant future full pathways will be established.

The CTE Standards are the foundation for the Horticulture, Vet Science, and Intro to Ag Mechanics Courses. When Ag Leadership was offered, this course too followed CTE Standards and when we get it back it will again be a part of a CTE pathway. Ag Earth Science, Biology, and Algebra 1 all follow the CDE State Standards for those specific courses with FFA and SAE integrated in where they can be.

1C. Career Paths in agriculture have been identified and can be found on a chart of diagram in the Program Plan.

The Ag Career Pathways are the previous charts shown: Animal Science, Plant Science, Ag Mechanics, and Agriscience. Ag Earth and Ag Bio are both A-G certified for area D. Ag Algebra 1 is A-G certified for area C. Ag Contemporary Math qualifies for math credits towards graduation at Liberty High School. Vet Science, Horticulture, and Intro to Ag Mechanics are all elective credit courses for Liberty High School and Horticulture is also A-G approved for area G.

LIBERTY HIGH SCHOOL – 4 Year Planning Guide

Student Name: _____ Grade: _____ Date: _____

Liberty High School Diploma Requirements 4 Years English 4 years Social Science 3 years Math 2 years Science (1 Physical, 1 Life) 2 years Physical Education – must pass CA Fitness Tests in order not to enroll in PE after 10 th grade 1 year Foreign Language 1 year Fine Art 60 credits Elective 2.0 minimum overall gpa 230 minimum credits Pass the CA High School Exit Exam Completion of Senior Portfolio/Interview	4 year College "A-G" Admission Requirements www.ucop.edu/doorways 4 years English 3 years Math (Algebra 2 minimum) 2 years Social Science (World History & US History) 2 year Science (Biology & Chemistry) 2 years Foreign Language (Same language) 1 year Fine Art 1 year College Prep Elective C's or better required each semester CSU: 2.0 minimum college prep gpa UC: 3.0 minimum college prep gpa College Entrance Exams (SAT/ACT) Extracurricular Activities Work Experience/Community Service	NCAA Clearinghouse Requirements – College Athletics www.eligibilitycenter.org 4 years English 3 years Math 2 years Social Science 2 years Science 1 additional course from English, Math, or Science 4 additional courses from Foreign Language or above core areas Qualifying NCAA core gpa Qualifying SAT/ACT score NAIA Clearinghouse Requirements – College Athletics www.playnaia.org Minimum 2.0 gpa Graduate top half of the class Qualifying SAT/ACT score	Class Options and Progression ENGLISH English 9> English 10> English 11> English 12 English 9H> English 10H> AP Language> AP Literature SOCIAL SCIENCE Fresh Req> World History> US History> Civics/Econ Fresh Req> AP European History> AP US History> AP Government MATH Pre Algebra> Algebra 1> Geometry> Algebra 2> Statistics Algebra 2> Pre Calculus> AP Calculus AB> AP Calculus BC **Contemporary Math - 12 th grade students only who have completed Alg 1 and Geometry and who are not going to college SCIENCE Ag Earth Sci or Earth Sci Tech> Biology or Ag Bio> Chemistry> AP Bio> Physics FOREIGN LANGUAGE Spanish 1> Spanish 2> Spanish 3 German 1> German 2 FINE ART Art 1> Art 2> AP Art Studio Digital Art> ROP Digital Media Music Appreciation, Drama Choir Beginning Band> Advanced Band CAREER PATHWAYS Ag: Ag Earth with MICA Ag Algebra 1> Ag Biology> Ornamental Horticulture> Vet Science > Ag Mechanics Art: Art 1> Digital Art> ROP Digital Media Business: Earth Sci Tech> Computer Applications> ROP Marketing Health Careers: Biology> Chemistry> ROP Sports Medicine Other class options not listed above: Yearbook/Journalism, Leadership, PE, Powerlifting Mandatory placement electives: ELD, CAHSEE English, CAHSEE Math, Study Skills, Algebra Literacy, ELA Support Special Day Classes: Basic Math, Basic English, Life Skills **see LHS Course Description Book for detailed descriptions**	
MY 4-YEAR ACADEMIC PLAN				
Career Goal: _____				
College Goal: _____				
Subject	9th Grade	10th Grade	11th Grade	12th Grade
English				
Social Science				
Math				*
Science				*
PE			*	*
Elective				
Alternate Choice				
* Possible elective choice if minimum core requirement met				
Student Signature				
Parent Signature				

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

Our counselor creates the Master Schedule each year. She does an amazing job at making sure the agriculture classes are placed in the schedule for the best possible opportunity for students to be able to continue on their ag pathway. She also makes sure that all students with fall fair projects over the summer get into an ag class the next fall so that they can stay in FFA and finish their project at the fair.

**Liberty High School
2012-2013 Master Schedule**

Room	Teacher	Period						
D1	Kidd	English 9	PREP	English 9 Honors	English 9	English 10	English 10	
D2	Peterson	PREP	ELA Support	English 11	English 11	English 9	English 9	
D3	Lyne	PREP	AP Language	English 10	English 10	English 11	English 11	
D4	Hart-Dign	AP Literature	English 12	English 10 Honors	PREP	English 12	Drama	
D13	Burlew	English 12	CANVAS English	PREP	ASS Leadership	Yearbook/Jobs	English 12	
F5	Dale	US History	US History	US History	World History	PREP	US History	
F7	Wright	World History	AP Government	World History	PREP	AP European Hist	World History	
F8	Lanning	Fresh Rag	Fresh Rag	PREP	Fresh Rag	Fresh Rag	Fresh Rag	
F9	Mulard	Chives/Econ	Chives/Econ	Chives/Econ	Chives/Econ	AP US History	PREP	
H4	Crabtree	Chemistry	Chemistry	Chemistry	Chemistry	PREP	Physics	
H10	Chaves	Work/E&E	Biology	Biology	PREP	ROP Sports Medicine		
H11	Smith	Biology	PREP	AP Biology	Biology	Biology	AP Biology	
H12	Hayes	PREP	Earth Sci Tech	Earth Sci Tech	Computer App	ROP Marketing		
H8	Qua	Ornamental Hort	PREP	Ag Mechanics	PROJECTS	Ag Earth Science	Ag Earth Science	
H2	Holmes	Ag Biology	PREP	Ag Algebra 1	College Math	Ag Algebra 1	Ag Algebra 1	
D11	Church	Algebra 2	German 2	PREP	Algebra 2	Algebra 2	Algebra 2	
D10	Amode	PREP	Algebra 1	Statistics	Algebra 1	Statistics	MCA Geometry	
D20	Harris	Pre Calculus	Pre Calculus	AP Calculus AB	Algebra 1E	AP Calculus BC	PREP	
D22	Cartwright	MCA Geometry	MCA Geometry	Pre Algebra	MCA Geometry	College Math	PREP	
Gym	PREP	PE	PE	PREP	PE	PE	PE	
Gym	Morison	PE	PE	PE	PREP			
G8	Hollet	Dig Art	Art 2	PREP	Art 1	PREP	Art 1	
G12	Nasser	Art 1	Art 1	AP Art Studio	Art 1		ROP Digital Media	
H27	Orlandini	Choir	Beginning Band	Music Appreciation	Advanced Band			
F6	Orlandini	Spanish 2	Spanish 2	PREP	Spanish 3	Spanish 2	Spanish 2	
F12	Atkinson	ELD	Spanish 1	Spanish 1	PREP	Spanish 1	Spanish 1	
H36	Worrell	Basic Eng II	Basic Math	Basic Math II	Basic Eng	Life Skills	PREP	
G13	Yule	Powerlifting	Study Skills	Study Skills	Study Skills	PREP	Powerlifting	
G15	Phelan				College	Study Skills	PREP	
G18	Imperatore					PE Tutor		

1E. Agriculture Career Awareness information is included in every course.

Within each course students are introduced to FFA and the opportunities that it provides along with career awareness in agriculture. In the elective courses there are career area projects completed by the student about careers in the area of the particular course's content area. In the core classes of Earth Science and Biology students are introduced to careers as we move through they unites of the course. When discussing SAE projects students are also introduced to careers that fall into the proficiency areas.

1F. The agriculture department utilizes computer hardware and software as in instructional tool.

Technology is greatly utilized in our department and at our school site. The classrooms have projectors, I have an ELMO Document Camera, we have a set of response clickers, our benchmarks are analyzed through a data program, and we have two laptop computers for officer and student use that belong to the Ag Department. All courses utilize PowerPoint for instruction as well as other websites and web based resources. Each grade level at LHS is required to do a cross curricular project which incorporates technology as well through research and the creation of brochures and presentations.

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following:

- Computerized Record Book
- Agriculture Term Paper
- Job Resume
- Portfolio Letter of Introduction
- Agriscience Fair Report
- Agriculture/FFA Speech Manuscript
- Job Cover Letter
- Other Agriculture Related Project

In my classes this year I am utilizing the E-Record Book, especially with my continuing students and students that have projects that will eventually go for proficiencies and State Degrees. The Vet, Horticulture, and Mechanics courses do unites on resumes and cover letters as well as students competing in Job Interview. Additionally, students that are in need of FFA participation points in my class are allowed to make up 1 point each semester by writing a 1,000 word paper on any agriculturally related topic of their choice.

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

SAE and Record Books are a part of each student's grade. Record books are generally taught in the spring semester when most students are starting their first book in January or moving into a new book. Students with projects through the summer and fall close out their books before getting their spring fair project. Record books are taught with both paper and electronic books.

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

Record books are kept in files until at least 1 year after graduation. If the student is planning to finish a State Degree or an American Degree then the books are held longer if needed. Books are located in both our classrooms in files by students name and period.

In my classroom, I have 3 sliding whiteboards in front of shelves along my front wall. The left side is my FFA side. Behind the board I have multiple file holders and crates for FFA items. One of the file holders contains the Student Data Sheets from my first year and this year. Behind this board I also have crates with files of each student's record book. I have a new file cabinet that I want to move these into during the next summer so that they can all be together. I just have to find a place in my room that the file cabinet will fit in. There is not much open wall space for it since it is a science room with counters, sinks, and e-shower lining most of the room.

1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

All Ag Courses meet LHS graduation requirements for Science, Math, or Elective Credit.

UC A-G Approved Courses are: Ag Earth Science, Ag Biology, Ag Algebra 1, and Horticulture.

2. Leadership and Citizenship Development

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

Madera-Liberty FFA is Chapter #0533, a part of the California and National FFA Organizations. It was chartered in April 2007.

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

The Madera-Liberty FFA Program of Activities has had some rough times. There was a partial one with past teachers, turning in the portions needed for AIG. This year as my project for AGED 539 a full POA that follows Curricular Code is completed. This will be updated yearly so that it can be turned into the Regional Office on time as well as can compete in the Regional POA Contest. Please see Section 3, Tab 7 for the current POA.

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

FFA/SAE is worth 10% of each ag course. Every student in an ag course is required to complete FFA Activities each semester. New students are required to earn three FFA points per semester and continuing students are required to earn four per semester. A sign in sheet is at each event or if it is a field trip we have a list of students and their permission slips. From these lists we keep point charts up to date throughout the semester with either a sticker for each event attended, or if multiple points are earned for one event then the number of points is written in. With these charts students can visually keep track of where they stand. At the end of the semester their points are entered into their grade.

In the spring when Record Books are completed and due, the 10% is split 5% for FFA Activities and 5% for their Record Book and SAE report (the sectional portion of the proficiency application).

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

All students in ag courses are affiliated with CA State FFA Association and National FFA. Each fall, before October 15th, students fill out Student Data Sheets and teachers update the FFA Roster and R-2 reports through calaged.org.

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

Madera-Liberty FFA participated in the following:

- State Leadership Conference
- Fall & Spring Regional Meetings
- Greenhand Conference
- Made for Excellence Conference
- Advanced Leadership Academy Conference
- Sectional Opening & Closing
- Sectional BIG
- Sectional Marketing COOP
- Sectional Creed
- Sectional Job Interview
- Sectional & Regional Impromptu
- Submitted State Degree Applications
- Submitted American Degree Applications
- Submitted Sectional & Regional Proficiency Applications
- Participated in FFA Judging Contests
 - BIG
 - Livestock
 - Specialty Animal
 - Light Horse
- Participated in other Sectional Activities
 - Blackbeard's Fall Activity
 - John's Incredible Pizza Spring Activity
- Local Leadership Activities
 - Pennies for Patients
 - Rachel's Challenge

2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.

Over 80% of members participate in at least 3 activities a year as verified by department records. The following are the most common widely attended events.

- Fall Sectional Activity
- Farm Show
- Reedley Novice Showmanship Day
- Spring Sectional Activity
- Chapter Meetings
- Greenhand Banquet
- End of the Year Banquet

3. Practical Application of Agricultural Skills

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

Every student in an Ag Class has to have an SAE project as part of their grade. In my classes they must have 10 hours of work in the semester. They complete the parts of the record book that correspond to their project as well as the FFA pages. In addition to the record book, they must complete and SAE Project Report which is a portion of the Proficiency Application.

The following pages are the directions for the Record Book and SAE Report in my classes.

Liberty High School Agriculture Department

SAE Report Directions

1. After you have determined what your project is you need to decide what type of project it is before filling out the report form. Your project will fall under 1 of 2 categories:

- a. Entrepreneurship: This is a project you own. Most livestock projects, gardens started from materials you purchased, or shop projects built with your own money count as entrepreneurship. If your project sounds like this, congratulations! You are an entrepreneur☺
- b. Placement: This is a project you carry out for someone else. Volunteer work, work experience, or work you do for your Parents counts as placement. You can be paid in a placement project or unpaid.

2. Now you can obtain a report form from Ms. Katuin. Be sure to ask her for the correct one!

- a. You may also do your report electronically. It may be downloaded from: <http://live.calaged.org/ag-proficiency-award>
- b. The links are in the right hand column.
- c. If you use the electronic version, use the tabs at the bottom to navigate to the cover page, page 2, page 3, and the picture pages.

3. Relax! You do not need to fill out an entire application. You just have to fill out the cover and 2 pages! Here are some things to keep in mind while filling out the application:

- a. Cover
 - i. You do not need to fill in your Chapter # or Member ID #
 - ii. Use the Proficiency Award Areas found in Ms. Katuin's room to decide which Proficiency Award Area you need to select. Write it in where it says "Place Label Here."
 - iii. For question 20, select the answer "yes."
 - iv. The rest of the information should be easy for you fill out!
- b. Page 2
 - i. Please type and paste/attach your answers to the questions.
 - ii. Answer the questions as directly as possible. If it asks for a few goals, label them Goal #1, Goal #2, and Goal #3.
 - iii. Be as detailed as possible and try to fill up the entire box provided to you.
- c. Page 3
 - i. Please type and paste/attach your answers to the questions.
 - ii. Some of these questions ask you to refer back to your goals from Page 2. Again, label them Goal #1, etc.
 - iii. Be as detailed as possible and try to fill up the entire box provided to you.

4. Each report needs 6 pictures. These pictures should show YOU performing a different skill in your SAE. Each picture should be different and have you in it in order to receive full credit.

- b. Hard copy
 - i. Please print and paste your picture to the form.
 - ii. Please type and paste your captions – this makes them much neater. The captions must fill in the entire box completely or you will not receive full credit.
- a. If completing the report Digitally
 - i. Click on the Digital Photo Instructions tab. This tab gives you instructions on how to copy and add more photo sheets to insert your pictures. You will need to copy and paste the Unprotected Photo sheet so that you have spots for 6 different pictures and captions.
 - ii. Make sure you fill in the caption boxes completely!

SAE Report Grading

The Cover, Page 2, and Page 3 = 20 points

Each picture is worth 3 points = 18 points

Each caption is worth 2 points = 12 points

For a grand total of = 50 points

Liberty High School Agriculture Department
FFA Record Book Directions

Your advisor will show you how to download and complete the FFA Record Book in class. The following information is what is required for all record book submissions. A grading scale is shown as well.

- 1. Cover (3 points)**
 - a. The cover should be filled in completely and accurately. No abbreviations should be used.
- 2. Introduction Page (2 points)**
 - a. Should list the name of the project and be shown as placement or ownership.
- 3. Budget (5 points)**
 - a. Should be completed for the year at the beginning of the project
- 4. Calendar (10 points)**
 - a. Must be completed for the current semester being submitted and (in the fall you will update the 2nd half of calendar).
- 5. Agreements (10 points)**
 - a. Correct agreement must be completed and all items in heading should be addressed.
- 6. Journal (10 points)**
 - a. Must contain at least 10 hours of work on SAE project per semester.
 - b. Must be neat and free of spelling errors.
 - c. Columns should be used correctly and efficiently.
 - d. Items should be filled in under appropriate enterprise.
- 7. FFA Activities & Community Service Pages (10 points)**
 - a. Should be kept up to date with activities.
 - b. All new students should have at least 3 activities in order to receive full credit. Continuing Ag students should have at least 4 activities.

RECORD BOOK TOTAL OF 50 POINTS

The day the project is due you will need to do two different things:

- 1. Submit Record Book Electronically to your Teacher:**
 - a. Upload to the Sky Drive and share with Ms. Katuin.
 - b. OR...you may email the Record Book to Ms. Katuin.
- 2. Submit Proficiency Application to your Teacher:**
 - a. Hand hard copy into the teacher
 - b. OR...if electronically submitting, you may email the Application to Ms. Katuin.

Remember

- ☐ There are NO LATE submissions for the SAE Report & FFA Record Book.

*****Spring 2013 Record Books and Proficiency Application are due Friday, May 24th ...**

NO EXCEPTIONS***

- ☐ Failure to follow the instructions on this sheet will result in a deduction of points.
- ☐ The SAE Report & FFA Record Book are worth a full 5% of your grade in an agriculture class.
- ☐ Some individuals may be selected to participate at the sectional and regional level. Do your best and you can win fabulous awards, fame, and glory!!!

Good luck!

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.

All of our students have an SAE project. With first year students we start their record books in January and they complete a project in their spring semester. Some of our first year students come into the program the summer before they start and have projects over the summer to show and sell at our fall fair in August. These students will complete a 6 month book for that year and then start a new book in January when all the first years start books and projects.

3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.

All students in the department have an SAE project each year. Some are small projects such as yard maintenance for 10 hours during a semester, others participate in one or two fairs each year, and some have ongoing breeding or work experience projects. SAE is a part of my students' grade each spring with points for a record book and for the project report.

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

Fair SAE projects are visited multiple times throughout the 1-4 months that the student has the project. Projects are delivered, weighed, wormed, and clipped on visits as well as visits for showmanship practice. Students with breeding projects are visited multiple times a year as well as students with constant employment. Project visits are recorded in notebooks that the ag teachers carry with them. There is not currently a project visit form used in the department. Now that I have an iPad, I would like to put a form on it and start using that on project visits so that I have an electronic copy and can email it to the student afterwards. Then I will also have a copy in my sent file of my email that can be accessed from any computer if needed at a later time.

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.

Our department has a Dodge truck that was donated by an advisory committee member. It is available for us to use on project visits or other errands ran for the department. Every so often we do have to bargain with one another for the truck, being a two person department with one vehicle, but overall we can usually schedule to use it at different times. We do use our own vehicles for visits and errands frequently, but we do not turn in travel receipts or miles to be reimbursed. The only time we collect mileage is if we drive our own vehicles to conferences such as New Professionals or CATA Summer Conference and then we put in for mileage on our conference travel request forms. Tracking and turning in paperwork for quick trips to visit projects or in the case of an emergency call from a student is a hassle and something we just haven't done due to the hassle of paperwork. Mileage forms are supposed to be filled out in advance, with MapQuest printouts, and it just has not been feasible or worth the time for us.

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.

Both teachers have single subject teaching credentials and Ag Specialist credentials. Our credentials can be found in the Comprehensive Program Plan.

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

Both ag teachers are full time. It is the plan for both of us to attend all events throughout the year, unless illness comes up or there are conflicting events. Activities attended are: 3-4 Sectional meetings a year, 2 Regional meetings each year, Regional Road Show, and CATA Summer Conference. I have also attended New Professionals and Skills Week.

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

As a two person department we meet almost daily informally. Our classrooms are across a common room from one another which makes in person communication very easy. We also have the same prep period. If we do not communicate in person we email questions and drafts of forms back and forth throughout the days. When there is a big event coming up we will sit down and go through the details and what we need to accomplish and split up as far as tasks.

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.

When we meet with a large list of items to accomplish and there are decisions to be made we record the results of the meeting in written or typed form and put the document in Mr. Diaz's department binder. Occasionally when we have a lot to work out and use the whiteboard for lists, ideas, charts, and drawings, we take a picture of the board at the end of the meeting to put in our records.

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 expenses that we incur for FFA, SAE, or CATA activities. However, in order to be reimbursed we have to have previously had a meeting with the officers to fill out minutes and a reimbursement form before the purchase is made and have it on file with the financial secretary. At the meetings the officers approve the person to be reimbursed and set a not to exceed limit since there is not always an exact amount known before the purchases are made. For AIG funds we cannot reimburse out of, we have to get a purchase order ahead of time for the actual vender. If there is a case where a purchase order cannot be taken, then we must get prior approval from administration to make the purchase order out to ourselves, but this is not a typical practice and not well liked by the district.

5. Facilities, Equipment & Materials

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

We do not currently have facilities on campus. We have our 2 classrooms and a work in progress Into to Ag Mechanics area. This spring we are getting the frame of a hoop greenhouse and will be constructing a portion of it later this calendar year and possible using part of it to start a barn area. Also this semester half of a Rabbitry is being built by the Ag Mechanics class and later when it is moved to its permanent location on our future farm the other half will be constructed. When we do have facilities, we will keep them updated and accessible for all students including special needs students.

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

Both of our classrooms are science lab rooms so 2 walls are lined with counters and cabinets. Besides out classroom, there are 2 c-trains in the mechanics area that are being used for that class as well as horticulture material. On another property we have a c-train with fair and livestock equipment stored in it. We are hoping to have that moved to our campus in the near future as it is not very convenient 7 miles away, especially when you realize that you need one small thing out of it. There is a common room in the science building that ends up with FFA items in it as well. However the Science Department Head does not always appreciate this. We keep as little as possible there and what is in there is neat, clean, and against the walls.

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
- Greenhouse
- Growing Area
- Agriculture Shop

This year we just started the Into to Ag Mechanics and have an area where students work and can keep projects that they are working on in the shop. Because we do not have a farm, fair animals are kept at homes and some students team up and keep their animals together when one does not have facilities. Another great example is one of our students has a large horse barn, and half of the goat projects are all housed together there. It is only a couple miles from school and helped out 3 students who wouldn't of had a place to raise a project. By the end of the year we will have a Rabbitry on campus where our breeding rabbits can be in one location and students can use pens to raise meat pens and single fryers for fairs. Right now we have cages and equipment that the students borrow to raise their animals since we do not yet have a facility.

5D. The Agriculture Department has E-Mail capabilities

All teachers have a district email address.

Francisco Diaz: fdiaz@gvusd.k12.ca.us

Anne Katuin: akatuin@gvusd.k12.ca.us

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

We do our best to keep our classrooms, the mechanics area, and other storage places as neat and orderly as possible. For me personally, my classroom has to be organized and the counters pretty cleared off with things stacked neatly and straight or I go a little crazy.

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

The truck goes in to the district office for its yearly maintenance as well as regular oil changes or any other maintenance issue that arises. Fair equipment such as clipper blades are cleaned and sharpened every year. When we do have other facilities on campus within the next year, they too will be well maintained.

6. Community, Business & Industry Involvement

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

We have an operating Agriculture Advisory Committee. The committee acts as a source of support and guidance for the program. The members are all successful within different areas of the agriculture industries. The following are the members of the committee:

Bret Mercer, Committee Chair: Mr. Mercer owns Quality Machinery, a Massey Ferguson dealer and equipment sales.

Bob Naden: Mr. Naden is a rancher in the community and has a lot of shop experience. He has been on other school ag advisory committees, and is the one that donated the ag truck to us as well as other materials.

Brad McDonald: Mr. McDonald owns a farming and crop insurance company. He also has been on other advisory committees in the past and is very supportive of our local fairs.

Don Farnesi: Mr. Farnesi owns a stake and metal company. He is also a fair board member.

Joe Rodriguez: Mr. Rodriguez is a local rancher. He has also donated a calf to one of our students to raise.

Kenny Warnock: Mr. Warnock owns a construction company. He has helped to draw up plans for our future farm.

Nancy Lovel: Ms. Lovel owns the nursery behind the school. She has donated trees as raffle items and lends us materials for our landscapes at the fair and to decorate for banquet.

Tom Cornell: Mr. Cornell is in engineering. He too drafts plans for us and donates his time and CNC cutter to cut out the parts for our owl box fundraisers.

Tom Greci: Mr. Greci is a retired shop teacher who helped in putting together the new Into to Ag Mechanics course.

Also attending Advisory meetings is our Learning Director, Frank Panian, as well as both ag teachers.

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

The Ag Advisory Committee meets quarterly, usually August, November, February, and May. Minutes are available to verify meetings in the Comprehensive Program Plan.

6C. The Agriculture 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 Study Matter Outlines
- 5 Year Facility & Equipment
- Graduate Follow Up
- Targeted Occupations
- Program Description – Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of active placement sites

All of these topics come up within Advisory meetings yearly. This past year we got an Intro to Ag Mechanics course approved and started at Liberty High. The Advisory Committee has played a key role in making sure the course outline matches industry standards as well as the proper materials and tools are available for the students in course. They also are instrumental in helping the 5 year acquisition list come to life. At the start of the program, it was one of the members that donated the ag truck to the department. They are interested in our program completion numbers, how we can increase this number by completing pathways, and where the graduates end up after leaving the program. They are supportive with our budget and have helped us by sponsoring various projects and, since some of them are a part of the Madera County Ag Booster organization, were able to match half of our Specialized Grant with \$5,000 last year.

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

The contact information for Mr. Bret Mercer, Committee Chair is provided on the AIG Checklist.

Name of Agriculture Advisory Committee Chair:

Brett Mercer

Phone Number of Agriculture Advisory Committee Chair:

559-232-2987

7. Career Guidance

7A. Students are counseled regarding:

- **Career opportunities in Agriculture and Agribusiness**
- **Agriculture and academic courses necessary to complete career pathway**
- **Post-secondary education and training options**

Students receive counseling in a variety of ways. They learn about career opportunities within the agriculture industries through units, projects, speakers, and field trips in our courses. Also, every other year our school holds a Job Fair. This has grown over the years and our counselor does a phenomenal job making this a success and having representatives from a huge variety of careers, colleges, and military services. As a department we assist her in contacting agricultural businesses through our advisor members, parents, and other contacts.

As students complete our courses, we teach them about the other courses available in the program and how they can stay in the program all four years of high school while still completing the rest of the high school graduation requirements as well as UC A-G courses for those planning on going into the university system following graduation.

Students also learn about post-secondary education and training options from a variety of places. Our counselor has several workshops and meetings with students and parents throughout the year to inform them of the options that are out there. Through the FFA program students that travel to conferences, attend certain field trips, and are on CDE judging teams see a variety of colleges and programs throughout the year.

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

All students complete a Student Data Sheet in the first week of school each year, including the portion asking about their career interests and post-secondary education, training, or military options.

Students also complete and update yearly a plan of action with the counselor.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities.

At this time we do not have any articulated courses with community colleges or universities. This is something to look into in the future, possibly when the Ag Mechanics pathway grows and if we can get Vet Science and Horticulture on a yearly basis and both UC approved.

8. Program Promotion

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

We currently have a poster calendar that promotes our chapter. This poster is similar to those that the sports teams put out each year. It has our officer team, the theme for the year, our schedule of events, and sponsors of our program. A poster was given to every student in the program, each teacher at the high school, the office and administration, the district office, the middle school, and businesses in the community.

We also have a program description flyer that is out at Open House in the spring. Both high school and 8th grade parents are invited to attend this event.

THE MADERA-LIBERTY FFA TEAM

2012-2013 Officer Team
 Secretary Katie Bennett, Sentinel James Vandergriff, Treasurer Hunter O'Brien, President Justin Chase, Vice President Seth Krezman, Reporter Michelle Heim

Monthly Schedule:

- September:** 15th Juv. Cattle Social 8:30 Conference; 18th National Blackboard's Authority
- October:** 8th FFA Meeting 6:30 E-S
- November:** 9th Greenhand Conference Clinic; 14th Transparency Opening Ceremony; 17th FFA Meeting 6:30 E-S
- December:** 14th National Opening Ceremony; 18th National BQ & Raising Cook; 19th FFA Meeting 6:30 E-S
- January:** 18th FFA Meeting 6:30 E-S
- February:** 9th National Speaking Contest; 14th FFA Meeting 6:30 E-S
- March:** 14th FFA Meeting 6:30 E-S
- April:** 14th FFA Meeting 6:30 E-S
- May:** 14th FFA Meeting 6:30 E-S
- June:** 14th Last Day of School

Sponsors: M&N Nursery, LVC, Handyman, MARY KAY, Midland, Peters Brothers Nursery, PRODUCERS, VINCE GUTHRIE, Valley Propane, Liberty FFA, and many others.

MADERA-LIBERTY FFA

Agriculture Classes Currently Available:

- Ag Biology
- Ag Earth Science
- Ag Algebra I
- Contemporary Math
- Vet Science
- Landscape Horticulture
- Intro to Ag Mech

Possible Classes in the Future:

- Advanced Ag Mechanics
- Ag Chemistry
- Ag Leadership
- Floral Design

Project:

- Livestock
 - Swine
 - Lamb
 - Beef
 - Goat
 - Rabbits
 - Poultry
- Landscape Lawn Care
- Mechanics
 - Welding
 - Engine Repair
 - Tractor Rebuild
- Placement
 - Retail
 - Farm
- ENDLESS Possibilities!

Career Development Events:

- Public Speaking
 - Opening/Closing Ceremonies
 - Creed
 - Impromptu
 - Prepared
 - Extemporaneous
- Teams
 - Livestock
 - Meats Evaluation
 - Specialty Animal
 - Best Informed Greenhand
 - Farm Power
 - Light Horse Judging

Conferences:

- Chapter Officer Leadership Conference
- Greenhand Leadership Conference
- Made for Excellence Advanced Leadership Academy
- State Leadership Conference
- National Convention

Many more for students to choose from!

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

There are several things set in place to help students overcome financial barriers and be able to participate in activities. We currently have 12 jackets in our chapter closet for students to check out to use for activities where official dress is required. The biggest time that these jackets are used is for Opening Closing contest in the fall. This year, we barely had enough, including putting my father's FFA jacket on one student to be able to dress our teams. We also have students who have extra skits, pants, and shirts that they lend to fellow members and I personally have sets of official dress from my brother and myself that I have loaned to students. We are hoping to expand our closet's contents this next year to accommodate higher numbers as well as non-average sized students. One way that a student can get their own jacket is by selling 10 tri-tip dinner tickets for the booster group. Students that accomplish this receive a free jacket. If a student reaches this number of ticket sales in future sales then they receive the same amount of money towards a conference or other item that they need help paying for. When students order their own jackets, they can also make payments to pay off their jacket order.

We are also fortunate to have assistance for students attending Sate Conference. Every year either the Madera County Ag Boosters or the Golden Valley Ag Boosters have paid half to \$100 of each student's conference registration.

We do not currently have a loan program for SAE projects. This is something that has very recently been discussed and we would like to put a program into place within the next year.

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

Our district has only one middle school. In the beginning of the second semester we normally go to the middle school on the same day as the counselor and members give a presentation to the 8th graders during their counseling assembly. We would like to start doing a yearly activity at each of the two elementary schools as well to get students excited about agriculture and FFA.

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.

Madera-Liberty did not have a Comprehensive Program Plan in the department or in the Regional Office. I did find an old Program Plan binder in the department with all the tabs, but there were only a couple of documents in it. Some of which, were even hand written on binder paper. When I looked in the Regional Office, there too the binder only had bits and pieces in it, most of which were old.

I believe this to be due to our still young department. Even though we are in our 6th year as a chapter, there has been a turnover in teachers every 1 to 3 years until now. This is the first year that we have had a teacher make it to three years and next year we will finally have two tenured teachers. Our program has finally reached a stable point in regards to teachers and in continuing to grow in terms of students and the activeness of the chapter.

Through the process of completing the Supporting Materials for the AGED 539 binder, I have accumulated and created documents to fill and complete the Comprehensive Program Plan to the best of my ability. Hopefully, now it can continue to be worked on and updated each year and be on file in the Region Office as well as in our department.

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.

During the course of completing AGED 539, our first complete Comprehensive Program Plan was completed. It is now up to date for the 2012-2013 year. The five documents listed above will be updated yearly and placed into the Program Plan binder in the department and in the Region Office.

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

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

Our department does not currently have a graduate survey instrument in place. We have been such a small program when it comes to our seniors and program completers that we know what the few students are doing. We have kept in contact with them being that we are a small community and they were the start of our program. In the near future, however, I feel that we will need to create (or get from another program) a survey tool that we can email or mail out each year and ask that it be sent back to our department.

In regards to the relevance of the program and improving the program, some of our alumni have come back to visit meetings or events and continue to tell us they are so impressed with the growth and progress of the program. One has even been our BIG coach the past two years. It is exciting to see our alumni involved as well as impressed with where they program has gone. They also help to come up with more ideas of what they would have liked when they were in the program to help future students have an even better experience.

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

The graduate follow up data is entered into the on-line R2 database each year and posted by October 15th.

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

Each year after completing the R2 FFA roster, we look at the numbers of 2nd, 3rd, and 4th year members. Over the past couple of years these numbers have gone up and down. One problem, that will hopefully be fixed this coming year, is that there have been 2 Earth Science sections plus my Algebra freshmen and then only one section of Ag Biology. This greatly affects our 2nd year numbers and while those that don't get into Biology do sometimes come back into the electives, it affects the number of program completers if they had to skip a year of ag classes. We have also requested an Ag Chemistry class for next year to help keep our college bound juniors who may need to get in their foreign language and fine arts credits but want to stay in the program their third year. Another goal is to gain a Floral Design class that is UC approved for fine art credit so that we can have higher retention numbers and students can complete other graduation requirements. Building an Ag Mechanics pathway will also help with retention numbers.

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 AIG materials including the R2 report and roster are turned into the Regional Supervisor each year by October 15th.

10. Class Numbers

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

The Intro to Ag Mechanics, Vet Science, and Horticulture classes have had no more than 20 students enrolled at a time. Ag Earth Science, Ag Biology, and Ag Algebra 1 had been held to no more than 28 students per section and our counselor was very good at making this happen in order to keep extra AIG funds.

However, this current year Ag Biology went over with 32 students. We allowed this to happen because I also took on the senior Contemporary Math class which totaled 32 students and could not be reduced due to these students needing the class as their last graduation requirement. Since we were already going to lose the extra AIG funds because of this course, I allowed Ag Biology to grow to 32 and let a few more students that had been involved in FFA the previous year into the class.

We are hoping on 2 sections of Biology next year and that the Contemporary Math class will be moved to another teacher again so that we can have our class numbers once again under the threshold for the extra funds.

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 the purpose of determining the total count only. (This does not pertain to class size.)

When first year students are counted as .5 then both teachers have less than 75 students each. Of our 193 students on the FFA roster, 130 of them are first year members. With those students calculated at .5, there are 65 first year students plus the remaining 63 for a total of 128 student and an average of 64 students per teacher.

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.

We have two full time teachers in the ag department. However, there are more than 150 students on our R2 report. This year we had 193 students total including a few graduates still on the roster. Both teachers have extra day contracts, Mr. Diaz has an Advisor's stipend, and both teachers are compensated more than \$2000 each year in addition to their regular salaries.

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.

Only one of the two teachers has a Project Supervision period. We are looking into splitting this period by semester between the two teachers if we get the Ag Leadership course back on the schedule. This would allow both teachers to have the extra period for half of the year as well as allow both teachers to work with the Ag Leadership students in their areas of specialty.

12. Program Achievement

12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist).

The Madera-Liberty FFA participates in as many activities throughout the year as they can. One activity that is not on the Checklist is Sectional Impromptu Speaking which we have competed in the past 2 years and competed at the Regional level this year as well. We also do not have a Sectional Project Competition Contest. Next year we hope to send our officers to the new Regional Team Building Boot Camp conference as well.

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	X	
Attended Regional Meeting	X	
Attended Regional Leadership Conference		X
Attended Greenhand Conference	X	
Attended Made for Excellence Conference	X	
Attended Advanced Leadership Academy	X	
Attended Sacramento Experience		X
Participated in Opening-Closing Contest - Sectional	X	
Participated in Best Informed Contest - Sectional	X	
Participated in Parliamentary Pro Contests - Sectional		X
Participated in Prepared Public Speaking - Sectional		X
Participated in Extemporaneous Speaking - Sectional		X
Participated in Creed Recitation - Sectional	X	
Participated in Job Interview Contest - Sectional	X	
Participated in Agricultural COOP Quiz Contest - Sectional	X	
Submitted State FFA Degree Application	X	
Submitted American FFA Degree Application	X	
Submitted Proficiency Application - Sectional or Regional	X	
Submitted Chapter Award Application - Sectional or Regional		X
Participated in Project Competition - Sectional		X
Participated in any FFA Judging Activity (other than above)	X	
Participated in any other FFA Sectional Activity	X	
Participated in Local Leadership Activities (3 maximum - list below)		
Pennies for Patients	X	
Rachel's Challenge	X	
Kids Day Paper Sales	X	
TOTAL AREAS MET	18	

Spring 2013

Part II: Project

AGED 539

Anne Katuin

Spring 2013

My project for AGED 539 was to create a Program of Activities for my chapter. This project addressed needed improvement in Quality Criteria 2, Leadership and Citizenship Development as well as Criteria 8, Program Promotion.

GOAL:

The purpose of this project was to create a Program of Activities as a finished and bound document for Madera-Liberty FFA. The chapter has had a rough start through the years, going through multiple teachers and has been at risk of being dropped by the district as a program offered at Liberty High School. My teaching partner has now been here for 3 years – the longest of any instructor here and truly saved the program. This is now my 2nd year teaching here. Through the rough patches and turn overs, there has never been an official Program of Activities created for the chapter, only the bare minimum documents to complete the AIG application each year.

Now that I have been here a full year and into my 2nd year, it was my goal to start helping our chapter become more “official”, if you will. Over this past summer the officers went through an example POA from another chapter and assigned portions of it to be done by each one of them. Unfortunately, as old habits die hard, this idea went to the sidelines and was not completed as a bound full document by the AIG due date as we had hoped. I wanted to resurrect this, work with our officer team on a more individual basis and explain their portions and the importance of this document for the future of our program as well as district and community support.

There are parts of our community that are asking about the program, if it is growing, what we are accomplishing, and how important it really is. Having this document would give us the opportunity to present it to the administration, district, school board, advisory, booster organizations, and community members. This will allow them to see and better understand the full structure of the program, its history, and the accomplishments that it and its students have made throughout the years.

OBJECTIVES:

- Students on the officer team will be assigned portions of the Program of Activities to be responsible for researching, typing and explaining.
 - COMPLETED
- I will work with each officer individually as well as the team as a whole to help them understand the importance of the document to the program.
 - COMPLETED
- The secretary will be working with me on the final editing and formatting of the document, meshing all sections into one document.
 - She did a great job of starting this, however was on vacation during spring break and I finished the final formatting.
- The POA will include the sections set forth by the Curricular Code.
 - COMPLETED
- The POA will be presented to site administration and the school board at a school board meeting by the officer team.
 - COMPLETED, as well as a copy presented to the Advisory Committee

TIMELINE:

- August 2012 – splitting up portions of the POA to the officers to complete - COMPLETED
- August 2012 – Gathering POA examples from Master Teacher and colleagues - COMPLETED
- December 2012 – Gathering additional POA examples from Regional Supervisor - COMPLETED
- January 2013 – re-meeting with the officers and going over their responsibilities for the POA – Pushed back to February -COMPLETED
- February 2013 – 1st drafts of all portions due to be looked over – Pushed back to March - COMPLETED
- March 2013 – final edits done, document combined into one - COMPLETED
- April 2013 – documents printed, bound, and presented at the board meeting - COMPLETED as well as presented to Advisory Committee in May

PROCESS:

The sections of the POA were split up among the officers. They found what they could and got rough drafts turned in. I went through and filled in gaps by doing a lot of chapter research through contacting past teachers and students to complete the Chapter History. It took a little forcing to get the officers to get parts turned into me, and still not as much effort was given by all of them as I had hoped. However, now that they have a document to work with and once they see the finished product, I hope they truly realize how important of a document it is for the chapter.

OUTCOME:

Now that we have a document, it will be presented to our administration, district, and advisory committee, and one will stay in our department. By completing this document, there is now a foundation for the future years to be able to easily update each summer. This way the POA can be presented at the beginning of each school year as well as turned into the Regional Supervisor by December 15th and finally submitted at Spring Regional meeting for the POA contest.

It is my hope that by having an official POA our supporters will be able to better understand what it is that our chapter and the FFA stand for and do throughout the year. Our chapter is quickly growing and becoming more active both at and above the chapter level. This is one more thing that we can show to people that believe in our program and to those that were doubtful and show them what an amazing organization our students are a part of.

It is my pleasure to present Madera-Liberty FFA Chapter's Program of Activities for 2012-2013.

****For Madera-Liberty's POA please see Tab J of the Comprehensive Program Plan,**

Section III Appendix 12**

Spring 2013

Part III: Supporting Completion Materials

AGED 539
Anne Katuin
Spring 2013

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Documentation

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1. Student Data Sheets

A. Name: [Redacted] Last Name [Redacted] First Name, MI [Redacted]
 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
 (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 9
 (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.

Join the military

H. Date: 20/8/12

I. Locator Data
 Street Address: Ave 13
 City, Zip: Madera 93636
 Phone Number: (645-623) Home
 Email: Terecma511@hotmail.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr. _____
 Miss/Mrs./Ms. Mrs. Kathy Johnson

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 [Redacted] Last Name [Redacted] First Name, MI [Redacted]
 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: 5
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9
 (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.

doctor

H. Date: 2/24/12
 I. Locator Data
 Street Address: 38109 Feeder Ave.
 City, Zip: Madera 93603
 Phone Number: 551-89123

Email:
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Jimmie Jones
 Miss/Mrs./Ms. Christina Jones

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)
- 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 X
 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

Revised 7.16.10

A. Name [REDACTED] Last Name [REDACTED] First Name, MI [REDACTED]
 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

H. Date: 8/24/12

I. Locator Data
 Street Address: 3043 Orange Ave
 City, Zip: Orlando 32836
 Phone Number: (407) 922-7264
 Email: tkhoddaic@virginia.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr.
 Miss/Mrs./Ms. Stacey Wiese

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 X
 Community College
 Four Year College X
 Full-Time Student
 Part-Time Student X
 Agriculture Major
 Non-Agriculture Major
 3. Go Into Military Service

D. Year in Agriculture Program: 1st
 (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 9
 (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.
X 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 or pharmacist

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name [Redacted] Last Name [Redacted] First Name, MI [Redacted]
 B. Gender: Male ☒ Female ☐
 C. Ethnicity/Race: [Redacted]

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 ☒

H. Date: 8/24/12
 I. Locator Data

Street Address: 36677 Ave 16
 City, Zip: Malden, MA
 Phone Number: 554-306-4097

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 [Redacted]
 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 X

D. Year in Agriculture Program: 1st
 (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 ☐
 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.

[Redacted]
military career

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.13.10

A. Name [REDACTED] Last Name [REDACTED] First Name, MI [REDACTED]
 B. Gender: Male X Female X
 C. Ethnicity/Race: [REDACTED]

Are you Hispanic or Latino? (Check one): Yes X 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 X

H. Date: 8/24/12
 I. Locator Data 3794 Orange Grove
 Street Address: 3794 Orange Grove
 City, Zip: 33036
 Phone Number: 561-416-9110
 Email:
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Don Walker
 Miss/Mrs./Ms. Janice Walker

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 X
 Community College
 Four Year College X
 Full-Time Student
 Part-Time Student X
 Agriculture Major
 Non-Agriculture Major X
3. Go Into Military Service

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)

- 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.

(Physical Therapist)

A. Name [Redacted] First Name, MI [Redacted] Last Name [Redacted]
 B. Gender: Male ☒ Female ☐
 C. Ethnicity/Race: [Redacted]
 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: 1
 (1st, 2nd, 3rd, 4th)
 E. Grade Level in School: 9
 (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.

Small animal vet

H. Date: 8-24-12
 I. Locator Data
 Street Address: 17362 Banta Rd
 City, Zip: Madera CA 93636
 Phone Number: (559) 266-6409 (PDM)

Email: _____
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Howard McFarland
 Miss/Mrs./Ms. Aimee McFarland

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 [redacted] First Name, MI [redacted]
B. Gender: Male ☒ Female ☐
C. Ethnicity/Race: [redacted]
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
(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.

(Sports Analyst)

H. Date: 6-24-12
I. Locator Data
Street Address: 36690 Beckshire Dr.
City, Zip: WINTER, 93626
Phone Number: 559-646-7755
Email: KALLACK SELCK@YODAO.COM
Parent/Guardian Name (Print Full Name For Each):
Mr. WIKIND SELCK
Miss/Mrs./Ms. DANIEL SELCK

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 ☐
NO

A. Name [redacted] First Name, MI M
 B. Gender: Male X 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.

theatre - actress

H. Date: 8/24/12

I. Locator Data
 Street Address: 12465 Rd 36 1/2
 City, Zip: Madera 93636
 Phone Number: 559-645-6304

Email: Veronica.hayes73@hotmail.com
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Joshua Hayes
 Miss/Mrs./Ms. Veronica Hayes

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 [REDACTED] Last Name [REDACTED] First Name, MI [REDACTED]
 B. Gender: Male ☒ Female ☐
 C. Ethnicity/Race: ☒ American Indian or Alaskan Native ☐ 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
 (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 want to go into the military (farmer)

H. Date: 8-24-12
 I. Locator Data
 Street Address: 38867 Ave. 13
 City, Zip: Madera CA 93636
 Phone Number: 645-4469

Email: scamfam1169@sbcglobal.net
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Steve Jenkins
 Miss/Mrs./Ms. Cindy Jenkins

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

Revised 7. 00

A. Name [Redacted] Last Name [Redacted] First Name, MI [Redacted]
 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: 1
 (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 9-Freshman
 (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.
X 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.

Textbook artist

H. Date: 8-24

I. Locator Data
 Street Address: 10180 Monrovia Rd.
 City, Zip: Modesto California
 Phone Number: 916-4131

Email:
 Parent/Guardian Name (Print Full Name For Each):
 Mr. Kevin Hamon
 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)
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 X
 2. Go to College
 Community College
 Four Year College
 Full-Time Student
 Part-Time Student X
 Agriculture Major
 Non-Agriculture Major
 3. Go Into Military Service

100

2. Permanent Student Files

In my classroom, I have 3 sliding whiteboards in front of shelves along my front wall. The left side is my FFA side. Behind the board I have multiple file holders and crates for FFA items. One of the file holders contains the Student Data Sheets from my first year and this year. Behind this board I also have crates with files of each student's record book. I have a new file cabinet that I want to move these into during the next summer so that they can all be together. I just have to find a place in my room that the file cabinet will fit in ☺ There is not much open wall space for it since it is a science room with counters, sinks, and e-shower lining most of the room.

3. Course Outlines

For my course outlines, please see Tab E of the Comprehensive Program Plan in Appendix 12

4. Grade Book

We use ABI (Aeries Browser Interface) to house student information, attendance, and our grade books. I do use a paper clipboard as well to track and record assignment grades, not everything gets recorded on the clipboard but everything goes into ABI.

Aeries Gradebook - Class Scores
 Page: 1 2 3
 Display: Points
 Sort By: Student
 1 - Ag Biology - Spring
 Katuin
 Max Points: 18 35 15 5 5 20 5 10 10 15
 21 Assmnts
 Student Name
 11 15 17.5 12 4 4 15 4 7 5 6 62.60
 10 16 32 15 5 5 16 4 10 5 6 68.02
 10 17 32 15 5 5 19 4 10 5 6 62.20
 10 16 32 15 5 5 16 4 10 5 6 58.24
 10 16 35 15 5 5 20 5 10 5 6 97.44
 10 16 33 15 5 5 20 5 10 5 6 68.78
 10 16 35 15 5 5 20 5 10 5 6 80.61
 10 16 32 15 5 5 20 5 10 5 6 83.40
 9 16 32 15 5 5 22 5 10 5 6 94.64
 10 17 35 15 5 5 18 5 10 5 6 75.10
 10 17 35 15 5 5 20 5 10 5 6 87.10
 9 16 35 15 5 5 20 5 10 5 6 91.91
 10 16 37 15 5 5 20 5 10 5 6 74.53
 10 17 35 15 5 5 20 5 10 5 6 74.84
 10 16 35 5 4 4 14 4 7 5 5 58.36
 10 16 20 5 4 4 10 3 7 5 7 50.00
 10 17 35 15 5 5 19 5 10 5 6 90.59
 12 16 35 15 5 5 20 4 10 5 6 71.29
 10 17 35 15 5 5 18 4 10 5 6 49.05
 9 16 35 15 5 5 20 5 10 5 6 87.55
 10 16 32 15 5 5 20 5 10 5 6 81.00
 9 16 35 15 5 5 20 5 10 5 6 96.21
 10 16 18 10 5 4 10 2 10 6 7 63.84
 Class Average: 67.67

Ag Biology grade book for Spring 2013. The semester FFA activity points are not entered until the end of the semester along with the SAE record book points. Column 1 in this book was for their FFA review quiz the beginning of the semester. FFA/SAE is weighted as 10% of their grade.

Aeries Gradebook - Class Scores
 Page: 1 2
 Display: Points
 Sort By: Student
 3 - MICA Algebra 1 - Spring
 Katuin
 Max Points: 10 50 50 45 10 100 20 20 89 20
 14 Assmnts
 Student Name
 9 17 30 35 45 5 66 17 15 67 20 80.45
 9 16 27.5 35 18 4 38 15 8 52 20 58.63
 9 16 28 45 36 5 72 20 15 48 20 68.98
 9 16 45 35 15 4 54 20 15 70 20 85.62
 9 17 35 45 18 4 12 15 10 70 20 67.21
 9 16 20 15 48 10 72 15 5 56 63.05
 9 11 45 35 21 3 31 17 6 48 51.54
 9 16 40 35 42 7 72 20 15 70 20 80.19
 9 12.5 35 35 21 4 31 20 15 41 22 67.69
 9 7 30 35 21 4 34 20 15 50 46.60
 9 5 42.5 35 63 70 20 50.80
 9 17 35 35 20 10 56 20 10 63 20 66.74
 9 16 35 35 45 10 81 20 20 70 20 99.90
 9 12 27.5 42 35 10 72 17 10 43 22 61.23
 9 16 30 35 33 10 56 20 30 41 20 62.23
 9 16 22.5 45 8 41 20 10 44 20 55.11
 9 12 37.5 40 23 5 94 20 15 70 20 81.09
 9 16 25 55 38 10 56 10 5 30 20 57.16
 9 16 45 47 20 1 43 20 5 63 20 76.64
 10 15.5 30 55 40 10 38 20 20 37 20 59.36
 9 14 20 35 21 70 20 10 63 20 65.82
 9 16 55 35 13 6 68 20 68 20 84.42
 Class Average: 67.67

Ag Algebra 1 grade book for Spring 2013. The semester FFA activity points are not entered until the end of the semester along with the SAE record book points. Column 1 in this book was for their FFA review quiz the beginning of the semester. FFA/SAE is weighted as 10% of their grade.

Aeries Gradebook - Class Scores
 Page: 1 2 3 4 5
 Display: Points
 Sort By: Student
 4 - Contemp Math - Fall
 Katuin
 Max Points: 100 0 0 100 10 10 35 35 10 100
 42 Assmnts
 Student Name
 12 100 15 100 10 10 25 27 63 78.94
 12 70 15 100 10 10 25 25 63.363
 12 80 15 100 10 10 25 25 75.545
 12 80 15 100 10 10 25 25 100 79.13
 12 80 15 100 10 10 25 25 80.363
 12 85 15 100 10 9 25 25 85.859
 12 80 15 100 10 35 24 80.772
 12 100 15 100 10 10 35 35 78.545
 12 80 15 100 10 5 25 25 82.994
 12 90 15 100 10 35 21 10 75 94.12
 12 100 15 100 10 10 35 35 81.191
 12 90 15 100 10 10 35 20 85.454
 12 80 15 100 10 10 35 23 80.909
 12 80 15 100 10 10 35 23 76.545
 12 80 15 100 10 10 35 23 82.454
 12 100 15 100 10 20 25 70 86.20
 12 80 15 100 10 25 13 82.454
 12 85 15 100 10 10 35 35 84.083
 12 100 15 100 10 10 35 20 88.363
 12 100 15 100 10 10 35 21 86.363
 12 80 15 100 10 10 35 23 80.909
 12 100 15 100 10 10 35 24 85.454
 Class Average: 67.67

Ag Contemporary grade book for Fall 2012. The semester FFA activity points are entered in column 35. It is worth 100 points, but FFA/SAE is weighted as 10% of their grade.

5. Project Visit Forms

My department does not currently have a project visitation form in use. There have been various teachers through the few years of existence, each with their own style, and we have never had a huge amount of large/fair projects from our chapter. We currently have notebooks on us 24/7 that we log all of our visits in. I have mine divided by species, and I write the date, what I did, and if there is any data to record such as weights. We are getting bigger and with more students participating in livestock and fair projects and I feel we will need a nicer system. I have several project visit form examples from different departments and hope to have one created and put in use within our department with the next fair. I like the idea of carbon copies so that the student gets a copy as well. However, another idea is that now that both teachers have iPads (I just got one a couple of weeks ago) we can record the project visits on the iPad and then email them to the students afterwards. This way we would have an electronic copy as well as a copy stored in our sent box which could be accessed from any computer.

Rabbit project log: I have breeding meat rabbits at 2 students' homes. Soon there will also be fryers at 3 other students' homes to check on, weigh, and practice with.

Turkey project log: I only have one student raising turkeys for this spring fair. She just got it a couple of weeks ago and soon we will weigh and practice showing.

Goat project log: I currently have goats with 8 students. 4 are at one barn together, the others are at individual homes.

6. School Board Policies on SAE & FFA

There is not a board policy specifically outlining the integration of the SAE and FFA portions of Ag Education. However, there is policy about integrating instruction and vocational education and CTE standards. Also, in the course offerings handbook all Ag classes state that minimum participation in FFA is required as a part of the class, all of which are board approved course descriptions.

Section of my course syllabi that addresses FFA & SAE

There will also be an agriculture emphasis in this class giving students many opportunities within the Agriculture Department ***FFA is an integral part of this class. 1st year agriculture students must complete 3 FFA activities per semester, continuing agriculture students must complete 4 FFA activities per semester.*** Opportunities to meet this requirement will be posted on the FFA Calendar in my class as well as E9, on my white board and on the FFA Kiosk outside the science building. There will also be a tentative schedule of events for the year given to each family. Students participating in more than the minimum FFA activities may earn extra grade points at the end of each semester. ***There will also be an agriculture project/record book assignment that will be required and part of the FFA grade. A separate sheet of instructions will be provided.***

A similar statement is a part of all Ag course descriptions in the board approved course offerings handbook.

Agricultural Biology (P) 9-10-11-12
Prerequisite: Teacher recommendation for ninth grade Students
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 the principles, central concepts, and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth, reproduction in plant and animals, ***leadership, FFA, and record keeping. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class.***

Golden Valley Unified School District BP 6178

Instruction Page 1

Integrated Academic and Vocational Instruction

The Governing Board desires to provide a comprehensive career technical education (CTE) program in grades 7-12 which integrates core academic instruction with technical and occupational

instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge-

and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

(cf. 6143 - Courses of Study)

(cf. 6200 - Adult Education)

The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

The Board shall adopt standards for CTE which meet or exceed the state's model content standards

and describe the essential knowledge and skills that students enrolled in these courses are expected

to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that classroom instruction has real-world relevance and reflects labor market needs and priorities. He/she also shall work to develop connections with employers to provide students with work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work Experience Education)

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the

district's program is articulated with postsecondary programs in order to provide a sequential course

of study.

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications

and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned

CTE and ways to integrate technical and occupational instruction with academic instruction.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

Golden Valley Unified School District BP 6178

Instruction Page 2

Integrated Academic and Vocational Instruction

The district shall provide services to support students in the CTE program, including comprehensive career guidance and academic counseling. The Superintendent or designee shall provide counselors with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work experience opportunities, and postsecondary education and employment options following high school.

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.

(cf. 0440 - District Technology Plan)

(cf. 3440 - Inventories)

(cf. 3512 - Equipment)

(cf. 7110 - Facilities Master Plan)

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency.

(20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to race, color, national origin, sex, or disability. (34 CFR 104.8, 106.9)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354)

Advisory Committee The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged; students; teachers; business; industry; school administration; and the field office of the California Department of Employment Development. (Education Code 8070)

Golden Valley Unified School District BP 6178

Instruction Page 3

Integrated Academic and Vocational Instruction

(cf. 1220 - Citizen Advisory Committees)

This committee may be expanded to include parents/guardians, representatives of labor organizations, representatives of special populations, and other interested individuals in order to

involve them in the development, implementation, and evaluation of CTE programs funded through the federal Carl D. Perkins Career and Technical Education Act.

Program Evaluation The Board shall monitor and evaluate the achievement of students participating in the district's CTE program. The Superintendent or designee shall annually report to the Board on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee shall systematically review the district's CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation.

(Education Code 52376)

(cf. 0500 - Accountability)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

8006-8156 Career technical education

17078.70-17078.72 Career technical education facilities

33430-33432 Health science and medical technology grants

41505-41508 Pupil Retention Block Grant

41540-41544 Targeted instructional improvement block grant

44260-44260.1 Designated subjects career technical education credential

44260.9 Designated subjects career technical education credential

48430 Legislative intent; continuation education schools and classes

Golden Valley Unified School District BP 6178

Instruction Page 4

Integrated Academic and Vocational Instruction

48980 Parental notifications

51220-51229 Courses of study, grades 7-12

51760-51769.5 Work experience education

52300-52499.66 Career technical education

52519-52520 Adult education, occupational training

53080-53084 School-to-career initiatives

53086 California Career Resource Network

54690-54697 California Partnership Academies

56363 Related services for students with disabilities; specially designed career technical education

66205.5-66205.9 Approval of career technical education courses for admission to California colleges

88500-88551 Community college economic and workforce development program

GOVERNMENT CODE

54950-54963 Brown Act

LABOR CODE

3070-3099.5 Apprenticeships

CODE OF REGULATIONS, TITLE 5

1635 Credit for work experience education

3051.14 Specially designed career technical education for students with disabilities

10070-10075 Work experience education

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

11500-11508 Regional occupational centers and programs

11535-11538 Career technical education contracts with private postsecondary schools

11610-11611 Regional adult and vocational education councils

CODE OF REGULATIONS, TITLE 8

200-240 Apprenticeships

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

6301-6578 Improving the Academic Achievement of the Disadvantaged

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32 Equipment acquired with federal funds

100.B Appendix B Guidelines for eliminating discrimination in career technical education programs

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

Golden Valley Unified School District BP 6178

Instruction Page 5

Integrated Academic and Vocational Instruction

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Management of Vocational Education Equipment, April 2000

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF
APPRENTICESHIP STANDARDS PUBLICATIONS

Orientation to Apprenticeships: A Guide for Educators, January 2001

WEB SITES

CSBA: <http://www.csba.org>

Association for Career and Technical Education: <http://www.acteonline.org>
California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>
California Career Resource Network: <http://www.californiacareers.info>
California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>
California Department of Employment Development: <http://www.edd.ca.gov>
California Department of Industrial Relations: <http://www.dir.ca.gov>
California Workforce Investment Board: <http://www.calwia.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
U.S. Department of Education, Office of Vocational and Adult Education:
<http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>
U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>
GVUSD REVISED: 9/23/2008

Golden Valley Unified School District BP 6030

Instruction

INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

In order to maximize the learning and application of skills that will allow students to succeed in life, the Governing Board believes that the instruction of academic and vocational subjects should be combined and fully integrated during all their years of schooling. The Board is confident that achievement will rise when students are routinely called upon to apply their classroom learning to real life and workplace situations. The Board recognizes that integrated academic/vocational instruction will require new forms of community involvement and a new level of collaboration among schools and staff members. Representatives of all disciplines and grade levels will need to collaborate in developing a curriculum that offers school-based and work-based learning experiences in well-articulated sequences. Career awareness, exploration and guidance should be an integral part of this curriculum.

(cf. 4131 - Staff Development)

(cf. 6010 - Goals and Objectives)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6164.2 - Guidance/Counseling Services)

For assistance in planning, curriculum development and staff training, the district shall call upon parents/guardians, staff, and representatives of business, labor organizations, community agencies, employment training programs and/or institutions of higher education.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall examine a variety of strategies for integrating the curriculum and shall develop an integration plan for Board consideration. This plan shall include a process whereby the Board may regularly assess the district's progress toward an effective, fully integrated school- to-career instructional program.

Legal Reference: EDUCATION CODE

51041 Evaluation of educational program

52336 - 52336.5 Career preparatory programs

UNITED STATES CODE, TITLE 20

5801 - 6084 National Education Reform, Goals 2000

6101 - 6251 School-to-Work Opportunities Act of 1994

6801 - 7005 Technology for Education Act of 1994

6/95 (10/98)

7. FFA Program of Activities

For Madera-Liberty's POA please see Tab J of the Comprehensive Program Plan in Appendix 12

8. Recruitment Program

For Madera-Liberty's recruitment information and materials, please see Tab T of the Comprehensive Program Plan in Appendix 12

9. FFA Scrapbook

Unfortunately, we have never had a full scrapbook for each year of our chapter's existence. There are multiple years put together into one scrapbook binder and they are very brief. Creating a full scrapbook was another goal I set for this year. While we did not make it to judging at regional meeting, and honestly are ridiculously behind on it, we still have a goal set to have it ready for our end of the year banquet. All fingers are crossed that this will happen!

The scrapbook corner with supplies and the pages that are close to completion

10. Summer Activities

Below is a list of activities that happen throughout our summer months of the year:

- CATA Summer Conference and Skills Week (June)
- Madera District Fair Projects (June – September)
 - Obtain projects (June)
 - Project visits/weighing/show practice/clipping (June-September)
 - Pre-weigh in at the fairgrounds (July)
- Officer meetings and planning for the upcoming year and trip to State Fair (July – August)

I currently have 10 extra days on my contract. They are not specified to summer or only paid during the summer; they are split and paid through the whole year. We do not have a time grid or other form that we have to track extra days on to turn into the district.

11. Graduate Follow Up Survey & Results

For Madera-Liberty's graduate follow-up information, please see Tab R of the Comprehensive Program Plan in Appendix 12

12. Comprehensive Program Plan

At the start of this project, Madera-Liberty did not have a Comprehensive Program Plan in the department or in the Regional Office. I did find a Program Plan binder in the department with all the tabs, but there were only a couple of documents in it. Some of which, were even hand written on binder paper.

I believe this to be due to our still young department. Even though we are in our 6th year as a chapter, there has been a turnover in teachers every 1 to 3 years until now. This is the first year that we have had a teacher make it to three years and next year we will finally have two tenured teachers. Our program has finally reached a stable point in regards to teachers and in continuing to grow in terms of students and the activeness of the chapter.

Through the process of completing the rest of the Supporting Materials for this section of the AGED 539 binder, I have accumulated and created documents to fill and complete the Comprehensive Program Plan to the best of my ability. Hopefully, now it can continue to be worked on and updated each year and be on file in the Region Office as well as in our department.

Due to the size of the Comprehensive Program Plan, it is located in its own binder. If reading this binder electronically, the Program Plan will follow this page and be in order with the rest of the Supporting Materials. If looking at the hard copy of this binder, please see the additional binder entitled Madera-Liberty FFA Comprehensive Program Plan 2012-2013.

2012-
2013

Madera-Liberty FFA Comprehensive Program Plan

Anne Katuin

2012-2013

Comprehensive Program Plan

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- C. Total Program Goals and Objectives**
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- E. Program(s) and/or Course Subject Matter Content Outline**
- F. Program Completion Standards**
- G. Description of Facilities and Major Equipment**
- H. Five (5) Year Facility and Equipment Acquisition Schedule**
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- K. School and/or Department Policies Pertaining to:**
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 - **Leadership Development Integration into Program**
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- P. Current Year Budget**
- Q. Signed Articulation Agreement and/or Evidence of Articulation**
- R. Graduate Follow-up System**
- S. List of Active Placement Sites**
- T. Recruitment Activities and Materials**
- U. Staff In-service Record**
- V. Staff Minutes**
- W. Department Inventory**
- X. List of Courses that Qualify for Alternative Credit**

A. Job Market Description

Bonadelle Ranchos-Madera Ranchos, California

Coordinates: 36°56′11″N 119°53′12″W﻿ / ﻿36.936378°N 119.886723°W﻿ / 36.936378; -119.886723

From Wikipedia, the free encyclopedia
(Redirected from Bonadelle Ranchos-Madera Ranchos)

Bonadelle Ranchos-Madera Ranchos is a census -designated place (CDP) in Madera County, California, United States. It is part of the Madera–Chowchilla Metropolitan Statistical Area. The population was 8,569 at the 2010 census, up from 7,300 at the 2000 census.

Contents

- 1 Geography
- 2 Demographics
 - 2.1 2010
 - 2.2 2000
- 3 Politics
- 4 References

Geography

Bonadelle Ranchos-Madera Ranchos is located at

36°56′11″N 119°53′12″W﻿ / ﻿36.936378°N 119.886723°W﻿ / 36.936378; -119.886723
(http://toolserver.org/~geohack/geohack.php?pagename=Bonadelle_Ranchos-

Bonadelle Ranchos-Madera Ranchos, California

— census-designated place —

Location in Madera County and the state of California

Coordinates: 36°56′11″N 119°53′12″W﻿ / ﻿36.936378°N 119.886723°W﻿ / 36.936378; -119.886723

Country	 United States
State	 California
County	Madera

Area ^[1]	
 • Total	11.585 sq mi (30.005 km ²)
 • Land	11.585 sq mi (30.005 km ²)
 • Water	0 sq mi (0 km ²) 0%

Population (2010)	
 • Total	8,569
 • Density	740/sq mi (290/km ²)

Time zone	Pacific (PST) (UTC-8)
 • Summer (DST)	PDT (UTC-7)

ZIP code	93636
Area code(s)	559

FIPS code	06-07379
------------------	----------

Madera_Ranchos,_California¶ms=36_56_11_N_119_53_12_W_type:city) (36.936378, -119.886723)^[2].

According to the United States Census Bureau, the CDP has a total area of 11.6 square miles (30 km²), all of it land.

Demographics

2010

The 2010 United States Census^[3] reported that Bonadelle Ranchos-Madera Ranchos had a population of 8,569. The population density was 739.7 people per square mile (285.6/km²). The racial makeup of Bonadelle Ranchos-Madera Ranchos was 7,034 (82.1%) White, 114 (1.3%) African American, 120 (1.4%) Native American, 207 (2.4%) Asian, 4 (0.0%) Pacific Islander, 811 (9.5%) from other races, and 279 (3.3%) from two or more races. Hispanic or Latino of any race were 2,305 persons (26.9%).

The Census reported that 8,564 people (99.9% of the population) lived in households, 5 (0.1%) lived in non-institutionalized group quarters, and 0 (0%) were institutionalized.

There were 2,804 households, out of which 1,076 (38.4%) had children under the age of 18 living in them, 2,034 (72.5%) were opposite-sex married couples living together, 218 (7.8%) had a female householder with no husband present, 141 (5.0%) had a male householder with no wife present. There were 107 (3.8%) unmarried opposite-sex partnerships, and 14 (0.5%) same-sex married couples or partnerships. 318 households (11.3%) were made up of individuals and 120 (4.3%) had someone living alone who was 65 years of age or older. The average household size was 3.05. There were 2,393 families (85.3% of all households); the average family size was 3.27.

The population was spread out with 2,126 people (24.8%) under the age of 18, 737 people (8.6%) aged 18 to 24, 1,841 people (21.5%) aged 25 to 44, 2,862 people (33.4%) aged 45 to 64, and 1,003 people (11.7%) who were 65 years of age or older. The median age was 41.5 years. For every 100 females there were 102.1 males. For every 100 females age 18 and over, there were 100.4 males.

There were 2,937 housing units at an average density of 253.5 per square mile (97.9/km²), of which 2,521 (89.9%) were owner-occupied, and 283 (10.1%) were occupied by renters. The homeowner vacancy rate was 1.7%; the rental vacancy rate was 5.0%. 7,564 people (88.3% of the population) lived in owner-occupied housing units and 1,000 people (11.7%) lived in rental housing units.

2000

As of the census^[4] of 2000, there were 7,300 people, 2,327 households, and 2,047 families residing in the CDP. The population density was 627.6 people per square mile (242.4/km²). There were 2,381 housing units at an average density of 204.7 per square mile (79.0/km²). The racial makeup of the CDP was 85.42% White, 1.40% Black or African American, 1.19% Native American, 1.14% Asian, 0.08% Pacific Islander, 7.67% from other races, and 3.10% from two or more races. 18.85% of the population were Hispanic or Latino of any race.

There were 2,327 households out of which 41.9% had children under the age of 18 living with them, 77.6% were married couples living together, 6.5% had a female householder with no husband present, and 12.0% were non-families. 8.3% of all households were made up of individuals and 2.4% had someone living alone who was 65 years of age or older. The average household size was 3.13 and the average family size was 3.30.

2008-2018 Industry Employment Projections

Madera-Chowchilla Metropolitan Statistical Area

(Madera County)

NAICS Code	Industry Title	Annual Average Employment		Employment Change	
		2008	2018	Numerical	Percent
	Total Employment	50,700	53,900	3,200	6.3
	Self Employment (A)	4,300	4,400	100	2.3
	Unpaid Family Workers (B)	300	300	0	0.0
	Private Household Workers (C)	800	1,400	600	75.0
	Total Farm	10,300	10,100	-200	-1.9
	Total Nonfarm	35,000	37,700	2,700	7.7
21,23	Mining, Logging, and Construction	1,900	1,900	0	0.0
31-33	Manufacturing	3,300	3,400	100	3.0
	Durable Goods Manufacturing (321,327,332-337)	2,000	2,100	100	5.0
	Nondurable Goods Manufacturing (311-312,322-323,326)	1,200	1,300	100	8.3
22,42-49	Trade, Transportation and Utilities	5,300	5,900	600	11.3
42	Wholesale Trade	600	700	100	16.7
44-45	Retail Trade	3,700	4,200	500	13.5
445	Food and Beverage Stores	1,000	1,200	200	20.0
	Residual (includes 441-444,446-448,451-454)	2,700	3,000	300	11.1
22,48-49	Transportation, Warehousing, and Utilities	900	1,000	100	11.1
51	Information	500	500	0	0.0
52-53	Financial Activities	800	800	0	0.0

2008-2018 Industry Employment Projections						
Madera-Chowchilla Metropolitan Statistical Area						
(Madera County)						
NAICS Code	Industry Title	Annual Average Employment		Employment Change		
		2008	2018	Numerical	Percent	
54-56	Professional and Business Services	2,800	2,900	100	3.6	
61-62	Education Services, Health Care, and Social Assistance	5,900	6,900	1,000	16.9	
611	Educational Services (Private)	200	300	100	50.0	
62	Health Care and Social Assistance	5,700	6,600	900	15.8	
	Residual (includes 621-623)	5,100	5,900	800	15.7	
624	Social Assistance	600	700	100	16.7	
71-72	Leisure and Hospitality	2,800	3,000	200	7.1	
71	Arts, Entertainment, and Recreation	400	400	0	0.0	
72	Accommodation and Food Services	2,400	2,600	200	8.3	
81	Other Services (excludes 814-Private Household Workers)	800	900	100	12.5	
	Government	11,000	11,500	500	4.5	
	Federal Government	300	300	0	0.0	
	State and Local Government	10,700	11,200	500	4.7	
	State Government	2,600	2,600	0	0.0	
	Other State Government	2,600	2,600	0	0.0	
	Local Government	8,100	8,600	500	6.2	
	Local Government Education	4,400	4,700	300	6.8	
	Other Local Government	3,700	3,900	200	5.4	
	March 2009 Benchmark					
	Industry detail may not add up to totals due to independent rounding.					

2008-2018 Industry Employment Projections					
Madera-Chowchilla Metropolitan Statistical Area					
(Madera County)					
NAICS Code	Industry Title	Annual Average Employment		Employment Change	
		2008	2018	Numerical	Percent
	(A) Self-Employed persons work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in this category. The estimated and projected employment numbers include all workers who are primarily self-employed and wage and salary workers who hold a secondary job as a self-employed worker.				
	(B) Unpaid family workers are those persons who work without pay for 15 or more hours per week on a farm or in a business operated by a member of the household to whom they are related by birth or marriage.				
	(C) Private Household Workers are employed as domestic workers whose primary activities are to maintain the household. Industry employment is based on the Quarterly Census of Employment and Wages (QCEW) program.

State of California

Employment Development Department

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MAJOR EMPLOYERS IN MADERA COUNTY

This list of major employers was extracted from the America's Labor Market Information System (ALMIS) Employer Database, 2013 2nd Edition. Employer information is provided by Infogroup, Omaha, NE, 800/555-5211. © 2013. All Rights Reserved.
[How to Change Your Business Information](#)

Sorted in alphabetical order by company name. Click on the employer name to view their profile.

[Select Another County](#)

Employer Name	Location	Industry
Baltimore Aircoil Co	Madera	Refrigeration Equipment-Truck (Mfrs)
Certain Teed Corp	Chowchilla	Insulation Materials-Cold & Heat
Children's Hospital Central Ca	Madera	Hospitals
Chukchansi Hotel	Coarsegold	Casinos
Country Villa Healthcare Ctr	Madera	Senior Citizens Service
Georgia-Pacific Madera	Madera	Paper-Manufacturers
Home Depot	Madera	Home Centers
JBT Food Tech	Madera	Food Processing Equipment & Supls (Whls)
Lamanuzzi & Pantaleo Cold Stge	Madera	Fruits & Vegetables-Growers & Shippers
Lion Brothers Farm-Newstone	Madera	Farming Service
Madera Community Hospital	Madera	Hospitals
Madera County RMA-ADMIN	Madera	Government Offices-County
Madera High School	Madera	Schools
Madera South High School	Madera	Schools
Millview Elementary School	Madera	Schools
Mission Bell Winery	Madera	Wineries (Mfrs)
Panella Trucking LLC	Madera	Trucking
Pines Resort	Bass Lake	Resorts
Primerica Financial Svc	Madera	Financial Advisory Services
San Joaquin Wine Co Inc	Madera	Wineries (Mfrs)
Sierra Telephone	Oakhurst	Telephone Companies
Span Construction Inc	Madera	Contractors-Equip/Supls-Dlrs/S (Whls)
Valley State Prison For Women	Chowchilla	State Govt-Correctional Institutions
Verallia North America	Madera	Bottles (Mfrs)
Walmart	Madera	Department Stores

The America's Labor Market Information System (ALMIS) Employer Database consists of 13 million employers in the 50 United States, Puerto Rico and the Virgin Islands. It is developed by *infogroup* using the local phone books and calling the employer directly to obtain the information. *infogroup* provides the database to state employment security agencies under an agreement with the Employment and Training Administration. **Resale of these data is prohibited.**

[How to Change Your Business Information.](#)

In some instances, the company shown here may have its headquarters in the county, but the employees are actually located throughout the state.

Information provided on this list is not a product of the **Quarterly Census of Employment and Wages (QCEW)**, or ES202, program.

Search for employers by **name**, by **industry**, or by **occupation**.

Occupational Projections of Employment

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Area	Code	Occupation	Est Yr- Proj Yr	Estimated Employment	Projected Employment	Total Annual Openings
Madera County	112000	Advertising, Marketing, Promotions, Public Relations, and Sa	2008 - 2018	120	120	4
Madera County	119021	Construction Managers	2008 - 2018	140	150	2
Madera County	132011	Accountants and Auditors	2008 - 2018	170	180	4
Madera County	372021	Pest Control Workers	2008 - 2018	70	70	2
Madera County	373011	Landscaping and Groundskeeping Workers	2008 - 2018	410	430	6
Madera County	392000	Animal Care and Service Workers	2008 - 2018	90	100	4
Madera County	433000	Financial Clerks	2008 - 2018	1,130	1,150	24
Madera County	433031	Bookkeeping, Accounting, and Auditing Clerks	2008 - 2018	610	630	9
Madera County	450000	Farming, Fishing, and Forestry Occupations	2008 - 2018	8,810	8,610	238
Madera County	452000	Agricultural Workers	2008 - 2018	8,500	8,300	229
Madera County	452092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2008 - 2018	7,630	7,440	206
Madera County	452093	Farmworkers, Farm and Ranch Animals	2008 - 2018	320	320	9
Madera County	470000	Construction and Extraction Occupations	2008 - 2018	2,320	2,300	41
Madera County	472000	Construction Trades Workers	2008 - 2018	1,890	1,850	30
Madera County	472031	Carpenters	2008 - 2018	200	190	3
Madera County	472051	Cement Masons and Concrete Finishers	2008 - 2018	30	30	1
	472061	Construction Laborers		520	530	5

Madera		2008 -			
County		2018			
Madera	472081	Drywall and Ceiling	2008 -	130	130
County		Tile Installers	2018		1
Madera	472141	Painters, Construction	2008 -	120	110
County		and Maintenance	2018		2
Madera	474011	Construction and	2008 -	30	30
County		Building Inspectors	2018		1

Occupational Projections of Employment

[Back](#)Go To Page: [GO](#)Page 2 of 2 (20 results/page) [\[Previous\]](#)

Area	Code	Occupation	Est Yr- Proj Yr	Estimated Employment	Projected Employment	Total Annual Openings
Madera County	493031	Bus and Truck Mechanics and Diesel Engine Specialists	2008 - 2018	50	60	2
Madera County	493041	Farm Equipment Mechanics	2008 - 2018	30	40	1
Madera County	513021	Butchers and Meat Cutters	2008 - 2018	40	50	2
Madera County	514121	Welders, Cutters, Solderers, and Brazers	2008 - 2018	270	270	8
Madera County	517000	Woodworkers	2008 - 2018	100	100	2
Madera County	518000	Plant and System Operators	2008 - 2018	100	110	3
Madera County	537051	Industrial Truck and Tractor Operators	2008 - 2018	200	220	8

California Agricultural Employment 2011 Annual Average

Data source:
Published Annual Averages
Current Economic Statistics Benchmark 2011

Data notes:
Non-Confidential

Cartography by:
Labor Market Information Division
California Employment Development Department
<http://www.labormarketinfo.edd.ca.gov>
June 2012

0 50 100 Miles

B. Targeted Occupations

Ag Earth & Biology

Pre-Med, Pre-Vet, Nutrition, and other Science fields

Landscape Horticulture

Plant and Crop Sciences, Nursery, Landscaping, Maintenance

Vet Science

Pre-Vet, Pre-Med

Intro to Ag Mechanics

Construction, Engineering, Drafting, Welding, Electrical, Plumbing, Concrete, Engines

Ag Contemporary Math

Any business setting, either as an employee or self-employed

Ag Algebra 1

Any career will use mathematical and algebraic foundations

TARGETED OCCUPATIONS

GENERAL AGRICULTURE

Areas of Study

Ag Education
Farm management

Career Opportunities

Vocational Ag Instructor
Journalist/Reporter
Extension Agent
Computer Systems Analyst
Engineer
Biochemist
Food Processor
Accountant

ANIMAL SCIENCE

Areas of Study

Livestock
Management
Animal Husbandry

Career Opportunities

Livestock Buyer
Nutritionist
Rangeland Scientist
Research Assistant
Veterinarian
Animal Scientist
Feedlot Manager
Geneticist

PLANT SCIENCE

Areas of Study

Orchard/Vineyard Management
Pest Management

Career Opportunities

Plant Scientist
Viticulturist
Food Scientist
Orchard Production
Soil Scientist
Farm Manager
Entomologist

AGRI-BUSINESS

Areas of Study

Ag Sales/Marketing
Computer Applications
Ag Finance

Career Opportunities

Sales Representative
Market Analyst
Agri-Business Manager
Finance Appraiser
Agricultural Economist
International Sales
Commodity Broker
Customer Service
Loan Officer
Food Buyer

HORTICULTURE/LANDSCAPE

Areas of Study

Nursery Management
Landscape
Design/Installation/Maintenance
Plant Propagation
Integrated Pest Control
Floral Design

Career Opportunities

Landscape Designer
Landscape Contractor
Nursery Manager/Owner
Greenhouse Manager
Landscape Architect
Grounds manager
Golf Course Superintendent
Florist

AGRICULTURAL MECHANICS

Areas of Study

Ag Shop Mechanics
Equipment Operations and Repair

Career Opportunities

Shop Manager
Equipment Fabrication
Farm Mechanic
Implement Repair
Equipment Sales
Equipment Operator

C. Total Program Goals and Objectives

Program Objectives:

1. Classroom

- a. Provide rigorous and relevant curriculum in all subject matters
- b. Engage students in hands on agricultural activities to raise students interests in agriculture
- c. Create student awareness of the critical role that agriculture plays
- d. Expose students to higher education and career opportunities in agricultural
- e. Educate students in agricultural issues, controversies, and current events
- f. Produce young adults that can communicate the importance of agriculture

2. FFA

- a. 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)
- b. Develop students communication skills through speaking events
- c. Develop critical thinking skills through career development events
- d. Develop leadership skills and self-confidence through conferences and leadership roles
- e. Develop pride in the program and community through community service projects

3. SAE

- a. Grow students' involvement and give guidance in choosing SAE projects in a variety of areas including livestock, small animals, ag mechanics, landscape and horticulture in both the entrepreneurship and placement project areas
- b. Develop students' pride through exhibition of their projects or through the proficiency application process

Program Goals:

- 1. Enhance and expand course offerings to meet the needs of headed towards either vocational or college/university tracks.**
 - a. Addition of Ag Mechanics courses to create a new pathway in the program
 - b. Submit Vet Science for UC A-G approval
 - c. Submit Ag Chemistry for GVUSD and UC approval
 - d. Expand courses to offer Floral Design, Foods & Nutrition, and Ag Leadership

- 2. Promote a positive image of Liberty FFA within the school and community**
 - a. Increase the submittal of articles and photographs of members in action and achieving awards in the local newspaper
 - b. Provide more community service project opportunities for the members to participate in
 - c. Create a Liberty FFA Website

- 3. Improve recruitment and retention strategies**
 - a. Expand course offerings for students to be able to stay in the program and complete graduation and college required classes
 - b. Create a more effective outreach program for the elementary schools
 - c. Visit the middle school first thing second semester with a program to attract the 8th graders before they complete their course request forms
 - d. Continue giving an FFA Jacket to the first freshmen of the year to memorize the FFA Creed and have them participate in the Creed Speaking Contest at the Sectional Level
 - e. Create a graduate-follow up survey to include details for program improvement
 - f. Set up a booth at the middle school's Open House

**D. Program Description
of Included Courses,
SOE & Leadership
Development**

Madera-Liberty FFA is currently a two person department. Francisco Diaz is in his 3rd year and Anne Katuin is in her 2nd year at the school.

Courses

Ag Earth Science

Ag Biology

Ag Algebra 1

Ag Contemporary Math

Landscape Horticulture

Veterinary Science

Intro to Ag Mechanics

SAE & Leadership

Each class has a 10% portion of the grade assigned to FFA & SAE. 1st year students must complete 3 activities per semester, continuing students must complete 4. Students also complete an SAE project and fill out the CA FFA Record Book. Record books take place in class in the spring, if students have fall fair projects then they also keep their book updated year round.

CDEs

Opening/Closing , BIG, Marketing Co-Op, Impromptu, Job Interview, Livestock Judging, Specialty Animal Judging, Light Horse Judging

Conferences

COLC, Greenhand, MFE/ALA, State, National

**E. Program and/or
Course Subject Matter
Content Outline**

Liberty High School
Ag Earth Science
Syllabus 2012-13

Teacher: Mr. Diaz

Room: D-9

Phone: 645-3500 ext. 1036

Email: fdiaz@gvusd.k12.ca.us

Text: McDougal Littell, *Earth Science*

Course Description:

Earth Science is a year long course that will guide students through the many components of our Earth. Students will develop an understanding of the relationship between Earth and the Universe; the dynamic processes that continue to change Earth each day; the transformation of energy through the various biogeochemical cycles; the four spheres of the Earth; and California geology.

Students will be a part of FFA and participate in at least 3 activities per semester as well as have an SAE project.

To Be Successful In This Class: The student should remember the following:

- Be Honest.
- Respect others.
- No use of the Internet without teacher permission.
- No food or drinks allowed in this classroom.
- No writing on computers, books, or tables.
- Do not unplug anything unless told otherwise.
- Put trash in appropriate place.
- Keep your work area neat and clean.
- Keep all other supplies except for this class away from the work station.
- Not sitting on tables, desks, or countertops.
- Be prompt and regular in class attendance.
- Listen and follow directions the first time.
- BE IN ASSIGNED SEAT BEFORE THE BELL RINGS.
- DO NOT TALK WHEN THE TEACHER IS INSTRUCTING.
- Adhere to all rules set forth by the teacher and the administration as listed in this course syllabus and the student handbook.

Restroom Privileges

Use the restroom between classes.

Teacher will sign out students for emergencies.

Teacher may require make up time at break or after school.

Students with medical needs should talk to teacher after class for other arrangements.

Grades

10% FFA

30% Notes and outlines

30% Labs

30% Tests and quizzes

Late work may receive reduced credit.

Course Outline: California State Standard

Unit 1 Investigating Earth 4.0, 5.0, 6.0

Unit 7 Space 1.0, 2.0

Unit 5 Atmosphere and Weather 4.0, 5.0, 7.0, 8.0

Unit 6 Earth's Oceans 5.0

Unit 3 Dynamic Earth 3.0

Unit 4 Earth's Changing Surface 3.0, 9.0

Liberty High School

Ag Biology

Text Book: Biology & The Science of Agriculture

Teacher Information

Anne Katuin
E-mail Address:
akatuin@gvusd.k12.ca.us
School Number: 559-645-3500
Mobile Number: 559-232-1139

Teacher Availability

I am available to help students during tutorials, break, and at lunch as well as before and after school on most days. I am also available for parents before and after school. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible.

EMAIL is the **BEST** way to get ahold of me and allows me to reply to you in a timely manner. I will do my best to always reply within 24 hours during the week or Monday

if you send an email Friday evening or over the weekend.

General Course Description

Biology is the 'study of life', which involves everything about us and the world around us. We will be using the text "Biology" from Prentice Hall that follows the CA Science Standards and gives us a good foundation to explore living organisms and life processes. We will study the following topics: Cell Biology, DNA, RNA, Protein Synthesis, Inherited Traits, Genetics, Cloning, Bio-ethics, Evolution, Darwin and Natural Selection, Ecology and Man's interaction with the environment, Body Systems, Anatomy and Physiology including dissections.

There will also be an agriculture emphasis in this class giving students many opportunities within the Agriculture Department **FFA is**

an integral part of this class. 1st year agriculture students must complete 3 FFA activities per semester, continuing agriculture students must complete 4 FFA activities per semester.

Opportunities to meet this requirement will be posted on the FFA Calendar in my class as well as E9, on my white board and on the FFA Kiosk outside the science building. There will also be a tentative schedule of events for the year given to each family.

Students participating in more than the minimum FFA activities may earn extra grade points at the end of each semester.

There will also be an agriculture project/record book assignment that will be required and part of the FFA grade. A separate sheet of instructions will be provided.

CLASS PROCEDURES AND POLICIES

Attendance

You are required to be in class everyday. If you are late you will need to clear your absence with the office before you are allowed in class. **You must be in your seat when the bell rings or it will count as a tardy.** If you do come to class late do not disrupt the class. Come in, take your seat, pull out your material, and be prepared to learn.

Classroom Expectations

1. Come on time and prepared (pencil, notebooks, etc.).
2. Put your bags and things under your desk or on the back of your chair
3. Fill out Ag Alert and begin warm up when bell rings
4. Be respectful of teacher, peers, and the classroom
5. No eating candy or other food, only water is allowed
6. No electronic devices out or going off during class time
7. Bathroom to be used only when permitted and not during the 1st or last 15 minutes
8. Clean up after yourself! ☺

Restroom Policy:

Each student will receive 3 passes to use each semester. Any unused passes at the end of the semester will be collected for extra credit for a maximum of 5 points each.

Late Assignments/ Make Up Tests

I will post each week's assignments at the front of the classroom with previous weeks' assignments behind the current one. Homework is due the next class period unless otherwise noted. Homework will be stamped the day that it is due and go into the grades on test days. Homework not completed on time may still be completed for partial credit and turned in on each chapter test date for that chapter only. **After test day that chapter's work will not be accepted late. If you have an excused absence:** look at the calendar to get your assignments or a friends Ag Alert and write it down, you have as many days as you were absent to make up the work. **Do not fall behind!** Projects will be noted when they are due, if you are absent on a project due date, it is due the day you get back, if you know you are going to be absent, make arrangements with me.

If you have an excused absence the day of an exam, make arrangements to make up your test! **Please make up your test within ONE WEEK of returning to school.**

Supplies

- **BOUND NOTEBOOK** – This should be for BIOLOGY ONLY!!! No other class work!!! Everything – Notes, HW, Handouts, Labs etc. need to always be in this notebook NEATLY and LABELED, handouts should be taped or stapled in. The only loose papers that will be collected are your Ag Alerts every 2 weeks, quizzes, tests, and any projects.
- **PENS/PENCILS/HIGHLIGHTERS**– Students may use for notes, color coding, study tools, etc
- **DRY ERASE MARKER** – white boards will be provided
- **RAG/SOCK FOR DRY ERASE BOARDS**

Academic Honesty

Academic honesty is highly valued at Liberty High School. A student must always submit work that represents his or her original work. If a student is caught cheating he shall receive an F on the assignment and the student he is cheating off of will also receive an "F" on the assignment. Bottom line is **do your own work.**

GRADING

Feedback

Each day, I will do my best to provide grades or scores and comments on assignments within 24 hours of when they were submitted. My goal is to post updated grades weekly. If you disagree with grades or comments you must wait 24 hours to talk to me before I can consider them. (Cool down period)

Grading Plan

Coursework will be weighted as follows:

Projects & Labs:	40%				
Tests/Quizzes:		30%			
Homework/Class Participation:			20%		
FFA/SAE:				10%	
<hr/>					
	40%+	30%+	20%+	10%+	= 100%

90-100%=A, 80-89%=B, 70-79%=C, etc.

I wish each and every one of you the best of luck. I will try to make this class interesting and fun. You will get out of this class what you put in. I am going to give 110% and I expect the same from you. If you have any questions please do not hesitate to ask. Thank you and good luck!

Anne M. Katuin

*******PLEASE ATTACH THIS INSIDE OF THE FRONT COVER OF YOUR NOTEBOOK*******

Liberty High School

MICA-Ag Algebra 1

Text Book: Holt, *Algebra 1*

Teacher Information

Anne Katuin
E-mail Address:
akatuin@gvusd.k12.ca.us
School Number: 559-645-3500
Mobile Number: 559-232-1139

Teacher Availability

I am available to help students during tutorials, break, and at lunch as well as before and after school on most days. I am also available for parents before and after school. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible.

EMAIL is the **BEST** way to get ahold of me and allows me to reply to you in a timely manner. I will do my best to always reply within 24

hours during the week or Monday if you send an email Friday evening or over the weekend.

General Course Description

This course focuses on the foundation, concepts and skills of Algebra. It will involve daily homework that will parallel the subject matter covered in class. The course will require completion of assignments to ensure success on exams.

There will also be an agriculture emphasis in this class giving students many opportunities within the Agriculture Department and a way to apply math skills to a real-world industry. **FFA is an integral part of this class. 1st year agriculture students must complete 3 FFA activities per**

semester, continuing agriculture students must complete 4 FFA activities per semester.

Opportunities to meet this requirement will be posted on the FFA Calendar in my class as well as E9, on my white board and on the FFA Kiosk outside the science building. There will also be a tentative schedule of events for the year given to each family.

Students participating in more than the minimum FFA activities may earn extra grade points at the end of each semester.

There will also be an agriculture project/record book assignment that will be required and part of the FFA grade. A separate sheet of instructions will be provided.

Course Objectives

Algebra 1

- Foundations of Algebra
- Equations
- Inequalities
- Functions
- Linear Functions
- Systems of Equations and Inequalities
- Exponents and Polynomials
- Factoring Polynomials
- Quadratic Functions and Equations
- Rational Functions and Equations
- Exponential and Radical Functions

CLASS PROCEDURES AND POLICIES

Attendance

You are required to be in class everyday. If you are late you will need to clear your absence with the office before you are allowed in class. **You must be in your seat when the bell rings or it will count as a tardy.** If you do come to class late do not disrupt the class. Come in, take your seat, pull out your material, and be prepared to learn.

Classroom Expectations

1. Come on time and prepared (pencil, notebooks, etc.).
2. Put your bags and things under your desk or on the back of your chair
3. Fill out Ag Alert and begin warm up when bell rings
4. Be respectful of teacher, peers, and the classroom
5. No eating candy or other food, only water is allowed
6. No electronic devices out or going off during class time
7. Bathroom to be used only when permitted and not during the 1st or last 15 minutes
8. Clean up after yourself! ☺

Restroom Policy:

Each student will receive 3 passes to use each semester. Any unused passes at the end of the semester will be collected for extra credit for a maximum of 5 points each.

Late Assignments/ Make Up Tests

I will post each week's assignments at the front of the classroom with previous weeks' assignments behind the current one. Homework is due the next class period unless otherwise noted. Homework will be stamped each day and go into the grades on test days. Homework not completed on time may still be completed for partial credit and turned in on each chapter test date for that chapter only. **After test day that chapter's work will not be accepted late.** This course requires the homework to be done to help you be prepared for the exams. **If you have an excused absence:** look at the calendar to get your assignments or a friends Ag Alert and write it down, you have as many days as you were absent to make up the work. **Do not fall behind with your homework!**

If you have an excused absence the day of an exam, make arrangements to make up your test! **After one week of returning to school and a test is not taken you will receive a 0 and then have a max score of 70% just like it was a re-take.**

Supplies

- **BOUND NOTEBOOK** – This should be for MATH ONLY!!! No other class work!!! Everything – Notes, HW, Handouts, etc. need to always be in this notebook NEATLY and LABELED, handouts should be taped or stapled in. The only loose papers that will be collected are your Ag Alerts every 2 weeks, quizzes, tests, and any projects.
- **PENCILS/ERASERS** – Homework is NOT to be done in PEN!
- **PENS/HIGHLIGHTERS**– Students may use for notes, color coding, study tools
- **DRY ERASE MARKER** – white boards will be provided
- **RAG/SOCK FOR DRY ERASE BOARDS**

Academic Honesty

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Feedback

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Grading Plan

Coursework will be weighted as follows:

Quizzes & Tests & Final Exams:	70%			
Assignments/Participation:		20%		
FFA/SAE:			10%	
<hr/>				
	70%+	20%+	10%+	= 100%

90-100%=A, 80-89%=B, 70-79%=C, etc.

I wish each and every one of you the best of luck. I will try to make this class interesting and fun. You will get out of this class what you put in. I am going to give 110% and I expect the same from you. If you have any questions please do not hesitate to ask. Thank you and good luck!

Anne M. Katuin

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Liberty High School

Contemporary Math

Text Book: Business Math

Teacher Information

Anne Katuin
E-mail Address:
akatuin@gvusd.k12.ca.us
School Number: 559-645-3500
Mobile Number: 559-232-1139

Teacher Availability

I am available to help students during tutorials, break, and at lunch as well as before and after school on most days. I am also available for parents before and after school. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible.

EMAIL is the **BEST** way to get ahold of me and allows me to reply to you in a timely manner. I will do my best to always reply within 24 hours during the week or Monday if you send an email Friday evening or over the weekend.

2 FFA Points per semester are required for 10% of your grade

Course Objectives

- Gross Pay
- Net Pay
- Banking Services
- Loans and Credit Cards
- Spend Wisely
- Own a Home or Car
- Insurance and Investments
- Business Data Analysis
- Business Technology
- Manage People and Inventory
- Business Cost
- Sales and Marketing
- Business Profit and Loss

CLASS PROCEDURES AND POLICIES

Attendance

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- **PENCILS/ERASERS** – Homework is NOT to be done in PEN!
- **PENS/HIGHLIGHTERS**– Students may use for notes, color coding, study tools
- **DRY ERASE MARKER** – white boards will be provided
- **RAG/SOCK FOR DRY ERASE BOARDS**
- **CALCULATOR** – basic scientific one is just fine

Academic Honesty

Academic honesty is highly valued at Liberty High School. A student must always submit work that represents his or her original work. If a student is caught cheating he shall receive an F on the assignment and the student he is cheating off of will also receive an "F" on the assignment. Bottom line is **do your own work.**

GRADING

Feedback

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Grading Plan

Coursework will be weighted as follows:

Quizzes & Tests & Final Exams:	40%			
Homework/Assignments/Participation	30%			
Projects		20%		
FFA Participation			10%	
<hr/>				
	40%+	30%+	20%+	10% = 100%

90-100%=A, 80-89%=B, 70-79%=C, etc.

I wish each and every one of you the best of luck. I will try to make this class interesting and fun. You will get out of this class what you put in. I am going to give 110% and I expect the same from you. If you have any questions please do not hesitate to ask. Thank you and good luck!

Anne M. Katuin

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Liberty High School

I. COURSE NAME: ORNAMENTAL HORTICULTURE

Grade Level: 10-12
Prerequisite: None
Duration: 1 year
Credit: Vocational or Elective

II. COURSE DESCRIPTION

Ornamental Horticulture I is an elective class which provides activities for students interested in the fields related to ornamental horticulture. In addition to the related skills, the academic background necessary for an understanding and appreciation of ornamental horticulture is addressed.

Grading Scale

A = 90-100

B = 89-80

C = 79-70

D = 69-60

Projects and labs 40%

Tests and Quizzes 30%

Homework 10%

Class Participation 10%

FFA activities 4 per semester 10%

59 and below=F

First Six Weeks

Students will learn and practice:

Unit 1: BOTANICAL CLASSIFICATION

History and Terminology of Taxonomy

Practical Taxonomy

Use of the Plant ID Key

Characteristics of Leaves and Leaf Surfaces

Characteristics of Stems and Roots

Characteristics of Fruits

Characteristics of Flowers

Identifying Ornamental Plants

Unit 2: PHOTOSYNTHESIS AND RESPIRATION

Photosynthesis and Respiration in Horticulture

ACTIVITIES

Students will draw/diagram plants to illustrate the subject material.

1 Ag Standard: Ornamental Horticulture Cluster Standards 5.2 Plant Physiology

- 2 ELA Reading 2.3 Generate research questions.
- 3 ELA Reading 2.4 Synthesize content; paraphrase and connect ideas.

Second Six Weeks

Students will learn and practice:

Unit 3: PHYSIOLOGY AND GROWTH

Growth and Functions

Growth Requirements

Seedling Growth

ACTIVITIES

Students will go through the process of producing plants from seed in the classroom.

- 3 Ag Standard: Ornamental Horticulture Cluster Standards 5.2 Plant Physiology
- 4 5.2.1 Raise various plant materials under a variety of conditions and identify the factors affecting plant growth

Students will measure and plot plant growth.

- 4 Ag Standard: Ornamental Horticulture Cluster Standards 5.3 Plant Reproduction
- 5 5.3.1 Safely demonstrate propagation practices and monitor plant development
- 6 ELA Reading 2.3 Generate research questions.

Unit 4: SEXUAL AND ASEXUAL PROPAGATION

Sexual & Asexual Propagation

Parts of the Flower

Pollination and Seed Production

Vegetative Cuttings

Budding and Grafting

ACTIVITIES

Students will propagate plants in the greenhouse, using sexual and asexual methods on various plants.

- 5 Ag Standard: Ornamental Horticulture Cluster Standards 5.3 Plant Production
- 6 5.3.1 Safely demonstrate propagation practices and monitor plant development.

Students will perform budding & grafting activities.

- 6 Ag Standard: Ornamental Horticulture Cluster Standards 5.7 Pruning Methods

Third Six Weeks

Students will learn and practice:

Unit 5: DISEASES AND PESTS OF ORNAMENTAL PLANTS

Plant Pathology and Plant Health

Weed Control

Nursery Sanitation

ACTIVITIES

Students will apply various techniques of weed control and nursery sanitation throughout nursery unit.

- 7 Ag Standard: Ornamental Horticulture Cluster Standards 5.4 Integrated Pest Management
- 8 5.4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- 9 Ag Standard: Ornamental Horticulture Cluster Standards 5.6 Plant Nutrition

Unit 6: ELEMENTS NECESSARY FOR PLANT GROWTH

Primary, Secondary, & Micronutrients Necessary for Plant Growth

Function of Nutrients in Plant Growth

Reading the Fertilizer Label
Soil Amendments
Uses of Fertilizers
Determining Nutrient Deficiencies
Methods of Application

ACTIVITIES

Students will subject plants in the greenhouse to various growth conditions in addition to various fertilizers, soils, light, water and humidity variables.

- 9 **Ag Standard: Ornamental Horticulture Cluster Standards 5.5 Soil & Water**
 - 10 5.5.1 Demonstrate an understanding of water and soil and how they affect plant growth.
 - 11 5.5.2 Prepare and amend soils, implement methods of soil conservation, and evaluate results.
- 12 **Ag Standard: Ornamental Horticulture Cluster Standards 5.6 Plant Nutrition**
 - 5.6.1 Read and interpret fertilizer labels and use proper application practices

Students will design and install an irrigation system.

- 1 **Number Sense CAHSEE Grade 7, 1.2 Add, subtract, multiply and divide rational numbers and take positive rational numbers to whole number powers.**
- 2 **Geometry 1.2 Construct and read drawings and models to scale.**

SECOND SEMESTER

First Six Weeks

Students will learn and practice:

Unit 7: IRRIGATION AND DRAINAGE

Irrigating Ornamental Plantings

ACTIVITIES

Students will apply various watering techniques to different planting sites.

- 11 **Ag Standard: Ornamental Horticulture Cluster Standards 5.5 Soil & Water**

Unit 8: SELECTION, PLANTING, AND CARE OF ORNAMENTAL PLANTS

Planting Techniques

Determining Spacing and Planting

Staking and Tying plants

Benefits of Xeriscape

Sales and Merchandising of Plants

ACTIVITIES

Students will plant numerous plants using proper planting techniques. Students will also draw a landscape plan including an appropriate plant list.

- 12 **Ag Standard: Ornamental Horticulture Cluster Standards 5.9 Nursery Production**
- 13 **Ag Standard: Ornamental Horticulture Cluster Standards 5.10 Ornamental Horticulture Equipment**
- 14 **Ag Standard: Ornamental Horticulture Cluster Standards 5.14 Horticulture Record Keeping**
- 15 **Number Sense CAHSEE Grade 7, 1.2 Add, subtract, multiply and divide rational numbers and take positive rational numbers to whole number powers.**
- 16 **Geometry 1.2 Construct and read drawings and models to scale.**

Second Six Weeks

Students will learn and practice:

Unit 9: PRUNING AND TRAINING ORNAMENTAL PLANTS

Purposes of Pruning
Timing of Pruning
Identification, Safe Use, and Maintenance of Pruning Equipment
Techniques for Making Pruning Cuts
Methods of Pruning Trees and Shrubs
Plant Support Systems

ACTIVITIES

Students will perform pruning operations at the Ornamental Horticulture lab area at the appropriate time of year. Students will identify pruning tools and sharpen these tools.

- 15 Ag Standard: Ornamental Horticulture Cluster Standards 5.6 Plant Nutrition
- 16 Ag Standard: Ornamental Horticulture Cluster Standards 5.7 Pruning Methods
- 17 5.7.1 Evaluate various plant materials and safely prune them according to plant and landscape requirements to manage growth and/or fruit and flower production.
- 18 Ag Standard: Ornamental Horticulture Cluster Standards 5.10 Ornamental Horticulture Equipment
- 19 ELA Reading 2.3 Generate research questions.
- 20 ELA Reading 2.4 Synthesize content; paraphrase and connect ideas.

Unit 10: GROWTH AND MAINTENANCE OF NURSERY STOCK

Horticulture Structures
Sterilization & Sanitation
Mixing Growing Media
Planting of Seeds
Watering Nursery Stock
Tool & Equipment Identification
Transplanting Growing Stock
Irrigation Systems

ACTIVITIES

Students will go through the process of growing and maintaining nursery stock. They will build a working knowledge of plants and nursery materials.

- 18 Ag Standard: Ornamental Horticulture Cluster Standards 5.9 Nursery Production

Students will mix soil propagation media.

- 19 Ag Standard: Ornamental Horticulture Cluster Standards 5.9 Nursery Production
- 20 Ag Standard: Ornamental Horticulture Cluster Standards 5.10 Ornamental Horticulture Equipment
- 21 ELA Reading 2.3 Generate research questions.
- 22 ELA Reading 2.4 Synthesize content; paraphrase and connect ideas.
- 23 Number Sense CAHSEE Grade 7, 1.2 Add, subtract, multiply and divide rational numbers and take positive rational numbers to whole number powers.

Third Six Weeks

Students will learn and practice:

Unit 11: LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE

Plant Selection and Design
Landscape Options and Design
Turf in the Landscape
Irrigation Design and Installation
Design Techniques
Estimating and Bid Preparation

ACTIVITIES

Students will develop a complete landscape design involving all elements of a marketable product, including plant materials, construction materials, plot plan and a bid sheet.

- 11 Ag Standard: Ornamental Horticulture Cluster Standards 5.8 Turfgrass
- 12 Ag Standard: Ornamental Horticulture Cluster Standards 5.11 Basic Landscaping
- 13 Number Sense CAHSEE Grade 7, 1.2 Add, subtract, multiply and divide rational numbers and take positive rational numbers to whole number powers.
- 14 Geometry 1.2 Construct and read drawings and models to scale.

Unit 12: THE ORNAMENTAL HORTICULTURE INDUSTRY

Career Opportunities and Educational Requirements

ACTIVITIES

Students will research on the internet, colleges, trade schools, and the requirements to become certificated in some area of Ornamental Horticulture.

- 13 Ag Standard: Ornamental Horticulture Cluster Standards 5.13 Horticulture Career and Industry
- 14 ELA Reading 2.3 Generate research questions.
- 15 ELA Reading 2.4 Synthesize content; paraphrase and connect ideas.

V. STUDENT ASSESSMENT

- 1 Written quizzes and tests
- 2 Classroom notebook
- 3 Semester Final
- 4 Homework
- 5 Class Assignments
- 6 Lab Assignments

to Ag Mechanics

Course Description: This course is designed to familiarize students with basic mechanical theory, and skills in the Agriculture industry. Students will develop skills in the area of electricity, plumbing, concrete, metal working, and correct tool use.

Safety Policy—*Absolutely no horseplay will be tolerated in this class. The activities required of this course can cause serious injury to students as well as the teacher if strict adherence to safety is not practiced. If a safety issue arises with any student, the student will be immediately sent to the Learning Director. Depending on the circumstances, a student may be dropped from the class. All school rules apply as well. Unit 3 and Unit 4 from agriculture mechanics book needs to be passed with a minimum of 90%. This safety portion part of the class along with a signed shop policy and procedure will allow your son/daughter to participate in the labs. If the test is not passed with the minimum requirement the test will be retaken till it is passed.*

Materials—The following list of materials are required for this class:

- **Safety Glasses (1st pair furnished by LHS)**
- **Work clothes or overalls and work shoes(Recommended)**
- **If a student does not have clothes/shoes that are safe they will not participate in the class lab, and will receive a 0 for the day.**
- **Notebook**

Please note: Each student will be issued safety glasses for their use during the class. If the student loses or breaks the safety glasses that are issued to them, he/she will be required to replace them at their own expense. If safety glasses are damaged or missing, the student will not be allowed to participate in any class project without them. This will result in the student not earning credit for the day.

If a student would like to build or construct a project that is not a part of the Ag Mechanics course they will be responsible to furnish the materials. The only exception would be if the teacher needs projects constructed for FFA use.

Instructional Philosophy: This course will provide students many opportunities to work together and conduct experiential labs. Each student will be a member of the FFA. The FFA is an integral part of the program as a whole; it provides hands on learning and a forum in which to use skills that are learned. Students are expected to actively participate in the class and work as a team with their classmates. Each student is expected to follow all other school rules and district policies.

Major Course Projects and Assignments:

- Electrical wiring
- Plumbing project
- Research tools and historical trends
- Preventive maintenance
- Plan and design a project
- Woodworking project
- Concrete and masonry work
- Introduction to basic welding
- Small engine breakdown/evaluation

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Grades Standard Scale:

90-100 = A
80-89 = B
79-70 = C
60-69 = D
<59 = F

Student Evaluation

Students will be evaluated as follows:

Evaluation Criteria	Method of Evaluation	Percent
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Daily participation	Attendance, class behavior, participation, homework/lab work	25%
---------------------	--	-----

Projects	Portfolios, written and oral presentations, quality of finished product	20%
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FFA- Students need to attend or receive 4 activity points each semester		10%
---	--	-----

Tests	Unit tests on related technical (Academic Skills) and academic knowledge and practical problems	20 %
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Final examination	Comprehensive knowledge (technical and related academics) and application of knowledge to a typical field related problem or project	25%
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Policy for Re-Doing Work:

Coursework and labs missed due to absences will follow the attendance policy for submission. Late assignments and coursework can be turned in but will only be worth half credit. Large assignments, assessments, and projects will also be accepted at half credit if they are late.

Opportunities for Extra Help:

I am available each day after school. I am also available by special appointment and may be reached at

Phone: (559-645-3500)

Email: fdiaz@gvusd.k12.ca.us

I am looking forward to a great year!
Mr. Diaz

Vet Science is taught every other year switching with Horticulture. There is not a current 2012-2013 Syllabus for this class.

F. Program Completion Standards

A Program Completer is a senior student that has been enrolled in an agriculture education class all four years of his/her high school career. Not only must the student have completed 4 years of agriculture courses, but passed with a satisfactory grade. This includes participating in at least the minimum requirement of FFA activities each semester and having an SAE project each year as well as filling out a record book for said projects. At the end of the year banquet they are awarded the blue and gold graduation cords.

At this time the school does not, unfortunately, allow them to wear the cords during the graduation ceremony. It is one of my goals to have this policy changed as FFA is an integral part of Ag Education and they successfully completed coursework in order to achieve the Program Completer status.

G. Description of Facilities and Major Equipment

Facilities

2 lab classrooms

Lab storage room

Ag Mech area – 2 c-trains with concrete between and soon to be cover over it.

Rabbitry – completed by the end of this year

10 acres of land for future farm

Greenhouse – soon to have the frame

Major Equipment

Dodge truck

Livestock trailer

Flatbed trailer

Animal carrier (popper)

Generator

Welder

Cattle blocking chute

H. Five Year Facility and Equipment Acquisition Schedule

5-year Acquisition Schedule

2012-2013

Rabbitry- build barn
Complete Intro to Ag Mech area
Fence farm

2013-2014

Computer lab
Hog/sheep barn construction
Power to farm
Ag Leadership class
Ag Chemistry class
Greenhouse
Move rabbit barn

2014-2015

Adding 3rd ag teacher
Floral Design fine art class
Ag Foods and Nutrition class
Expanding farm show ring/ poultry area

2015-2016

New ag truck/van

2016- 2017

Ag leadership room

I. Staff Assignments

Program Plan
Letter I

2012-2013

Departmental Duties List

	<u>Teacher</u> F Diaz	<u>Teacher</u> A. Katuin
FFA Chapter Activities		
Chapter meetings	X	X
Homecoming float	X	X
Tri tip sales	X	X
Food Fair	X	X
FFA Advisor	X	X
Contests		
BIG	X	
Creed contest	X	X
Improptu		X
Prepared PS	X	
Job Interview	X	
O/C	X	X
Specialty Animal		X
Livestock	X	
Conferences		
COLC	X	X
Greenhand	X	X
State Conference	X	X
Regional Conference	X	X
Meetings		
CATA Regional	X	X
In-Services	X	X
Sectional Activities		
Blackbeards	X	X
Sectional Meetings	X	X
Officer Candidates	X	X
Animals		
Beef		X
Sheep	X	
Swine	X	
Rabbits		X
Chicken	X	
Goats		X
Turkeys		X
Photography	X	
Landscapes	X	

Course Assignments

F. Diaz

Ag Earth Sciece
Landscape Horticulutre
Intro to Ag Mechanics

A. Katuin

Ag Biology
Ag Algebra 1
Contemporary Math

J. FFA Program of Activities

THE MADERA - LIBERTY
FFA TEAM

**THERE
IS NO
PLAN B**

**Program of Activities
2012-2013**

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President's Message

Welcome to the 2012-2013 year!

My name is Justin Chase and I am honored to be the president of Madera-Liberty FFA this year. It is going to be a busy year as usual. We go straight into the Madera District Fair at the start of the school year. Then the conferences and speaking contests begin. In the spring we have judging season, State Conference, Chowchilla Fair, and end with our Banquet.

This summer the officer team and I decided on our theme for the year, the FF-A Team, There Is No Plan B. FFA is the largest organization on campus and we are very proud of that and wish to continue growing in membership and participation both at and above the chapter level. Also over the summer, we planned out our activities for the year and decided on how we will accomplish our goals for the chapter.

I hope that you enjoy the year, learn a lot, and have a ton of fun and great experiences.

Sincerely,

Justin Chase

2012-2013 President

2012-2013 Officer Team

Justin Chase is the 2012-2013 FFA President. He is currently a Junior and has been in FFA for 2 years. Justin is active on Liberty High School's football, basketball, and tennis teams. His CDE, which he has been involved with for the two years, is participating on the Livestock Judging team. His SAE projects include raising lambs for the Madera & Chowchilla Fairs, raising hogs for slaughter, and making custom sausage. This year, Justin would like to see the Madera Liberty Chapter grow and to have as many return members possible.

Seth Krezman is a Senior this year at Liberty High School. He is the Madera Liberty's Vice President. This is his second year in the FFA program. Seth's SAE project is raising a market lamb for the Madera fair. A Career Development Event he participated in last year, and plans to this year, was Livestock Judging. His hobbies consist of motorcycle riding, shooting guns at the range or going hunting, playing in his church's band and just spending quality time with the people he loves. Seth loves being in FFA because it helps develop his skills which are valuable for life and a future career. He enjoys being an officer because it puts him in a leadership position where he enjoys guiding people through their FFA experience. One thing Seth looks forward to the most this year is the growth and development of our FFA chapter. He would like to see our number of members double or even triple! All Seth can say is we are going to have the best year in FFA!

As a Sophomore, Katie Bennett is enjoying her second year as Secretary in the Madera Liberty FFA Chapter. She loves the opportunities FFA offers her & those who seek them. She was first introduced to these opportunities at the GLC last year and now plans to see FFA all the way through. She was a replacement for the 2011-2012 Secretary last year. In between playing soccer, sailing, Girl Scouts, and spending time with friends and family, Katie manages to find time to work on her SAE project, which is currently a Pasquali tractor. She plans to show it at the Madera & Chowchilla Fairs, but she would jump at the chance to raise an animal for fair. Last year, she participated in the BIG and Creed Speaking CDEs, which helped her to be more prepared for a position as an officer. She would love to see the chapter double in size and excel, as well as expanding the Ag facilities at Liberty High School.

2012-2013 Officer Team

Madera Liberty's 2012-2013 Treasurer is Hunter O'brion. He is a Sophomore & this will be his 2nd year in the FFA program. The reason Hunter wanted to be an officer was to be able to move up in the program and to better it as much as he can. He likes about FFA is being around the animals and helping people. He believes it is a good career choice and has the potential to better a person. Through his two years he has raised a sheep and is currently raising a pig. Hunter was the replacement 2011-2012 Reporter. One of his hobbies is rebuilding older trucks; he is currently rebuilding a 1972 ford, which will be his very first truck. He hopes he can make this year great for you and better for our FFA program.

This year, Michelle Heim is your 2012-2013 Reporter. She is a Sophomore and hopes she can help make it an awesome year. This year will mark her 2nd year in FFA. Michelle's SAE is rabbit production and she is really excited to see how this project turns out. She is also a big fan of all animals (except bugs!), and enjoys helping animal shelters by donating money she has earned through various fundraisers. Her hobbies include tennis, swimming, and making figurines and jewelry out of clay. Michelle really hopes she can help our FFA Chapter rise to success!

James Vandergriff is the 2012-2013 FFA Sentinel. He is a Junior and has been active in FFA for the past 2 years. He has been an officer once before, also being Sentinel. He has raised chickens and turkeys for his SAE projects. He enjoys hunting ducks, geese, dove, quail, and large game. He also enjoys riding motorcycles and dirt bikes in the Sierra Nevada Mountains. I would like to see this organization grow in numbers and more participation at events.

Advisors

Mr. Diaz

Francisco Diaz is a teacher/advisor at Madera-Liberty FFA this year. This is his third year and he is very excited to be here and see this program flourish. The department has moved from one ag. teacher to now two full-time instructors. He is currently going to be teaching Ag. Earth Science, Landscape Horticulture, and a new class - Introduction to Ag. Mechanics. He is also involved with the hog, sheep, and chicken projects as well as the livestock judging team. He feels very fortunate to work with a great staff as well as students. He hopes this year will be productive and memorable.

Ms. Katuin

Anne Katuin is thrilled to be a part of the Madera-Liberty FFA for a second year. She is currently teaching Ag Biology as well as Ag Business Math and Ag Algebra. Ms. Katuin has had the privilege of coaching the Specialty Animal Team, with the possibility of a Horse Judging Team this year, as well as advising other contests, activities, and SAEs throughout the year including the rabbit, turkey and goat projects. She looks forward to seeing the program continue to grow in membership and participation. She is excited to see our class offerings grow and facilities become a reality on campus. Ms. Katuin knows it is going to be a fantastic year and she cannot wait to share it with you all!

Liberty High School Administration

Kuljeet Mann, Principal

Frank Panian, Learning Director

Karie Hannigan, Counselor

Golden Valley Unified School District

Andy Alvarado, Superintendent

Mark Toole, Board President

Brian Freeman, Board Member

Kathleen Crumpton, Board Member

Mike Kelly, Board Member

Mona Diaz, Board Member

Supporting Organizations

Liberty High School Agriculture Advisory Committee

Golden Valley Ag Foundation

Madera County Ag Boosters

Courses Offered

Agricultural Earth Science (P) 9-10-11-12

Earth Science is an introductory physical science course that meets one year of science graduation requirement. Students will use agriculture as a learning tool, to study geology, climate, ecosystems of the plant Earth, and our solar system. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class.

Agricultural Biology (P) 9-10-11-12

Prerequisite: Teacher recommendation for ninth grade students.

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 the principles, central concepts, and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth, reproduction in plant and animals, leadership, FFA, and record keeping. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class.

MICA Algebra 1 - Ag (P) 9-10-11-12

Prerequisite: Successful completion or Pre-Algebra.

Standards taught and outcomes expected in this course are aligned with the basic Algebra 1 class listed above. Additionally, students enrolled in this course will have access to participate in the FFA program. Minimum participation in FFA related activities is a graded component of this class. One repeat attempt of MICA Algebra 1 will be awarded elective credit.

Contemporary Math 12

Prerequisite: Successful completion of Algebra 1 and Geometry.

This course is considered the alternative to Algebra 2 for 12th grade students needing to meet the 3rd yr math requirement to earn their diploma. This course will introduce students to mathematical problem solving including statistics, social choice, mathematics shape and growth, and management science.

Ag Mechanics 1 9-10-11-12

Prerequisite: One Ag science course

This course will focus on the fundamentals of agriculture mechanics. It will give students a basic understanding of wood, structural steel, electrical wire, wood preservatives, paint and other finishes. It will also include procedures utilizing hand tools, portable power tools, and stationary power equipment, as well as the safety precautions for tool use. The selection and use of nails, screws, bolts and glue will be covered in detail. Processes include woodworking, electrical wiring, plumbing, concrete and masonry work, as well as construction.

Ornamental Horticulture (P) 11-12

The class prepares students for careers in the nursery, landscaping and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production and floriculture as well as landscaping design, installation and maintenance. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class. Elective credit will be awarded for completing this class.

Veterinarian Science 10-11-12

Prerequisite: Successful completion of Biology.

Veterinary Science class offers a more advanced general orientation in the many areas of animal science. It will provide information, activities and skills in the areas of scientific method, mammalian production and reproduction, health care, anatomy, physiology, nutrition, genetics, and production management. Emphasis is placed on large animals that are most important to human culture as we know it today. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class. Elective credit will be awarded each semester for this course. This class may be offered every other year.

Committees

Fundraising

Chair: Hunter O’Brion

Purpose: To raise funds for the FFA ASB account to pay for meeting supplies, food, chapter activities, and the end of the year banquet

Community Service

Chair: Seth Krezman

Purpose: To support members of our community and build a relationship between our chapter and our community

Banquet

Chair: Katie Bennett

Purpose: To put on the end of the year banquet and facilitate set up, clean up, and decorations

Scrapbook

Chair: Michelle Heim

Purpose: To compile photos and memorabilia from State Conference to State Conference each year into the chapter scrapbook to have ready to show at the end of the year banquet

Homecoming

Chair: James Vandergriff

Purpose: To design and facilitate the construction of the FFA Homecoming float for the homecoming parade

Chapter Goals

1. Increase member participation

- a. Create flyers for meetings and other events for students to take home
- b. Keep the Chapter kiosk up to date in the quad area of the school
- c. Advertise events on our websites, Facebook page, and in the community

2. Increase participation above the chapter level

- a. Inform students about opportunities available in the section, region, and state
- b. Recap events and recognize individuals and teams at Chapter meetings that have participated in higher events
- c. Gain support from Advisory and Boosters organizations to help with above the chapter activities and contests

3. Increase rates of continuing students in the program

- a. Inform students of all classes offered in the program and the pathways offered
- b. Continue activities and competitions among the courses at the Chapter level
- c. Show off achievements and projects completed by all courses at Open House, in the local papers, at board meetings, and on our websites

Chapter Budget

Item	Expense	Reciept
Summer Officer POA	\$ 50.00	
Meeting Supplies	\$ 500.00	
Scrapbook	\$ 500.00	
Chapter T-Shirts	\$ 700.00	\$ 800.00
Food Fair Burritos	\$ 400.00	\$ 1,650.00
Poster Calendar	\$ 400.00	\$ 575.00
Owl Boxes	\$ 775.00	\$ 2,400.00
Homecoming Float	\$ 45.00	
Judging Season	\$ 2,050.00	\$ 2,050.00
COLC	\$ 60.00	\$ 60.00
Greenhand Conference	\$ 200.00	
MFE / ALA	\$ 600.00	\$ 600.00
Farm Show	\$ 425.00	\$ 925.00
Winter Officer Retreat	\$ 100.00	
FFA Week	\$ 60.00	
State Conference	\$ 2,325.00	\$ 2,325.00
Regional Meetings	\$ 150.00	
Calf for Raffle	\$ 700.00	
Black Beards	\$ 500.00	\$ 500.00
John's Incredible Pizza	\$ 750.00	\$ 750.00
Reedley Show Day	\$ 175.00	\$ 175.00
FFA Jacket Orders	\$ 1,620.00	\$ 1,625.00
Fair Awards	\$ 125.00	
Fair Goats	\$ 2,000.00	\$ 2,000.00
Fair Sheep	\$ 2,600.00	\$ 2,600.00
Fair Hogs	\$ 2,500.00	\$ 2,500.00
Football Parking		\$ 250.00
Officer Polos	\$ 175.00	\$ 175.00
Greenhand Interview		
Lunch	\$ 50.00	
Sectional Opening Closing	\$ 210.00	
Fingerprints for Drivers	\$ 120.00	
Concrete for Mech Area	\$ 125.00	
Ad in Baseball Program	\$ 100.00	
Club Stipend		\$ 200.00
Totals	\$ 21,090.00	\$ 22,160.00

FFA Mission & 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 its mission, FFA:

- Develops competent and assertive agricultural leadership.
- 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 experience 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 healthy lifestyles.
- Encourages excellence in scholarship

FFA Motto

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

FFA Code of Ethics

We will conduct ourselves at all times in order to be a credit to our organization, chapter, school and community by:

1. Dressing neatly and appropriately for the occasion.
2. Showing respect for the rights of others and being courteous at all times.
3. Being honest and not taking unfair advantage of others
4. Respecting the property of others.
5. Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
6. Demonstrating sportsmanship in the show ring, judging contests and meetings, and being modest in winning and generous in defeat.
7. Attending meetings promptly and respecting the opinion of others in discussion.
8. Taking pride in our organization, activities, supervised experience programs, exhibits and the occupation of agriculture.
9. Sharing with others experiences and knowledge gained by attending national and state meetings.
10. Strive to establish and enhance my skills through agricultural education in order to enter a successful career.
11. Appreciate and promote diversity in our organization.

Adopted by the Delegates at the 1952 National FFA Convention.

Official Dress

As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Community residents, businessmen and women, FFA sponsors, guests, parents, etc.

Therefore, first impressions are crucial, and that involves the way we dress. ALL FFA members are required to wear official dress while participating in official activities

Female Official Dress

- Black skirt.
Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
- Nude nylon hosiery.
- Official FFA jacket zipped to the top.

Male Official Dress

- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

Proper Use of the FFA Jacket

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 should have only a large official FFA emblem, the name of the state and the name of the local chapter, region, district or area. The front of the jacket should have 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 FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances 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 the 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. No more than three medals should be worn on the jacket.

The FFA Emblem

The **cross section of the ear of corn** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The **rising sun** signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The **plow** signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.

The **eagle** is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The **owl**, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

The words "**Agricultural Education**" and "**FFA**" are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

The 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 agriculturists; 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 agriculturists 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

FFA members can earn degrees as they progress through the phases of their leadership, academic and career skills development.

The Greenhand Degree and Chapter FFA Degree are all earned at the chapter level. State FFA Associations recognize their top members with a State FFA Degree. The National FFA Organization awards top members from each state with the American FFA Degree.

Greenhand Degree

To receive a Greenhand FFA Degree, members must meet the following requirements:

- Enroll in an agricultural education program and have satisfactory plans for a Supervised Agricultural Experience(SAE).
- Learn and explain the FFA Creed, FFA Mission and Motto, and FFA salute.
- Describe and explain the meaning of the FFA emblem and FFA colors.
- Demonstrate an understanding of the FFA Code of Ethics and the proper use of the FFA jacket.
- Demonstrate an understanding of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
- Own or have access to the Official FFA Manual and the Official FFA Student Handbook.
- Submit a written application for the Greenhand FFA Degree.

Chapter Degree

To receive a Chapter FFA Degree, members must meet the following requirements:

- Received the Greenhand FFA Degree
- Satisfactorily completed 180 hours (or the equivalent) of systematic school instruction in agricultural education at or above the ninth grade level.
- Have an approved SAE in operation.
- Enrolled in an agriculture course
- Participated in the planning and implementation of at least three official FFA chapter activities.
- Earned and productively invested at least \$150, or have worked at least 45 hours outside of scheduled class time, or a combination of the two, through their SAE.
- Have developed plans for continued growth and improvement of their SAE.
- Effectively lead a group discussion for 15 minutes.
- Demonstrated five parliamentary law procedures.
- Show progress toward achievement in FFA award programs.
- Have a satisfactory academic record.
- Submitted a written application for the Chapter FFA Degree
- Complete a minimum of 10 hours of community service activities

State Degree

To receive a State FFA Degree, members must meet the following requirements:

- Received a Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree
- Have completed at least 2 years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes an SAE.
- Have earned and productively invested at least \$1,000, or have worked at least 500 hours outside of schedule class time through an SAE.
- 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.
- Have a satisfactory academic record, certified by the agriculture teacher and the school principal or superintendent.
- Participated in the planning and implementation of the chapter's Program of Activities.
- Participated in at least five different FFA activities above the chapter level.
- 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.

American Degree

The American FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 3,500 American FFA Degrees are handed out each year at the National FFA Convention. That number represents less than half of one percent of all FFA members, making it one of the organization's highest honors.

FFA members who qualify for the American FFA Degree:

- Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.
- Have been FFA members for at least three years.
- Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)
- Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
- Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.
- Have earned and productively invested at least \$7,500, or have earned and productively invested at least \$1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.
- Have a record of outstanding leadership skills.
- Have a record of participating in community service activities. Updated Community Service Requirements
- Have maintained a "C" grade average or better.

Proficiency Award Areas

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Placement proficiency awards are given to those whose SAEs are related to employment, apprenticeships, or internships at an agribusiness or agriculture-related organization. Entrepreneurship proficiency awards are given to those whose SAEs are related to ownership of an agribusiness or agriculture-related organization.

Proficiency awards are given out at the local, state and national levels.

Agricultural Communications – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement – Relates to education and extension, including, but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Energy Systems– Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. **NOTE:** Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.

Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include by-products processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool & cotton, making compost, cubing & pelleting of forages, producing bird seed and other pet foods.

NOTE: Processing of forest products is no longer part of the Agricultural Processing area. See: Forest Management and Products.

Agricultural Sales-Entrepreneurship – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail or wholesale level. **NOTE:** SAE's that include the production or processing of the previous items does not belong in this award area.

Agricultural Sales-Placement – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level. **NOTE:** SAE's that include the production or processing of the previous items, it does not belong in this award area.

Agricultural Services – Entrepreneurship/Placement – Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for a company or individual whose primary activity to provide agricultural services. **NOTE:** Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other, more appropriate areas related to turf care, horticulture or nursery landscape.

Agriscience Animal Systems Research - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

Agriscience Plant Systems Research - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

Agriscience Integrated Systems Research- Must fit one of the following descriptions:

- **Diversified Research** – Research in two or more of the Agriscience research areas.
- **Environmental Service Systems/Natural Resource Systems Research** - Research in the systems, instruments and technology used in waste management and their influence on the environment.
- **Food Products and Processing Systems Research** - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
- **Power, Structural and Technical Systems Research** - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
- **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

Beef Production- Entrepreneurship – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Beef Production- Placement – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Dairy Production- Entrepreneurship – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

Dairy Production- Placement – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

Diversified Agricultural Production - Entrepreneurship/Placement- Involves the use of the best management practices available to produce and market a combination of livestock and crops in **two or more** proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.

Diversified Crop Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Crop Production – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from **two or more** of the crop related proficiencies. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Horticulture – Entrepreneurship – Student who owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes **two or more** of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

Diversified Horticulture –Placement – Student works for someone that applies the best management practices available to efficiently manage an SAE program that includes **two or more** of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

Diversified Livestock Production – Entrepreneurship– Student who owns the enterprise or business that applies the use of the best management practices available to efficiently produce and market a combination of **two or more** livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

Diversified Livestock Production – Placement – Student works for someone in the livestock industry applying the use of the best management practices available to efficiently produce and market a combination of **two or more** livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

Emerging Agricultural Technology - Entrepreneurship/Placement – Involves gaining career experiences in the development of new and emerging agricultural technologies such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories. The implementation of new and emerging agricultural technologies is more appropriate in other existing categories.

Environmental Science and Natural Resources Management – Entrepreneurship /Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices; public relations and education concerning pollution.

Equine Science - Entrepreneurship – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Equine Science- Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Fiber and Oil Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil such as cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

Food Science and Technology – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting. **NOTE:** Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

Forage Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for forage such as sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages and all pastures.

Forest Management and Products – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes 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, , making and selling cedar shakes and firewood, and wood chips/mulch, or working for the Forest Service.

Goat Production - Entrepreneurship/Placement -- Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all goat products.

Grain Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities best suited to family use or as income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.

Pomology Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, nuts and all common fruits. (Pome fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries). **Note:** Grape Production is under Viticulture only.

Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels, cockatoos, parakeets, parrots, etc.) and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals.

Specialty Animal Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment. **NOTE:** Goats are now in the Goat Production award area, and miniature horses have been reclassified and moved to Equine Science. All rabbits should be entered in small animal production.

Specialty Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, gourds, tobacco, specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed or specific floriculture production.

Swine Production – Entrepreneurship – Student owns an enterprise that applies the best management practices available to efficiently produce and market swine.

Swine Production – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Veterinary Science – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Viticulture – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market grapes.

Wildlife Production and Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.

Career Development Events

Throughout the year, members of the Madera-Liberty FFA Chapter participate in a variety of different competitions. A CDE, either individual or as a part of a team, is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a CDE event helps students develop leadership skills and allows them to be recognized for their achievements. The following are available for students to participate in this year:

Opening / Closing Ceremonies
Best Informed Greenhand
Cooperative Marketing
Creed Speaking
Impromptu Public Speaking

Job Interview
Livestock Judging
Prepared Public Speaking
Specialty Animal Judging
Light Horse Judging

FFA Field Days

Members actively participating on CDE Teams will attend and compete at the following field days:

UC Davis
Dinuba High School
Merced Junior College
Modesto Junior College
Cal Poly Pomona
Reedley Junior College
Fresno State
Cal Poly San Luis Obispo, State Finals

LIBERTY FFA

JUDGING TEAM MEMBER CONTRACT

- **Practices are MANDATORY.**
 - If you must miss a practice then you must give your coach 24 hours notice.
- **Contests are MANDATORY.**
 - Contests are registered and paid for months in advanced. Refunds are not given to chapters for teams and students that do show up.
 - If you do not show up for a contest then the student will be charged for registration, transportation, and lodging feed (when applicable).
 - Day contests will cost approximately \$50 depending on transportation
 - Overnight trips will cost approximately \$150 depending on hotel
 - Emergencies need to be cleared PRIOR to the day before leaving for a contest
 - **REMEMBER: Your team is counting on YOU! If someone does not show up then the team is not able to compete for awards. If you do not show up you are letting YOURSELF, YOUR TEAM, YOUR COACH, and YOUR CHAPTER DOWN.**
- **Uniform is MANDATORY.**
 - **OUTSIDE teams:** Black Slacks/Wranglers (NOT FADED), Black Dress Shoes/Boots, Black Belt, White Collared Button-up Shirt, FFA Jacket, FFA Tie/Scarf
 - **BIG Girls:** Black Knee Length Skirt, Black Closed Toed Flats or Pumps, White Collared Button-up Shirt, FFA Jacket, FFA Scarf
 - **Full uniform MUST be in the Ag Room the day PRIOR to leaving to for an overnight contest. All other contests come fully dressed to school to and ready to leave (with the exception of UC Davis – we will stop and change, your uniform will be checked before we leave school)**
- **DAY OF CONTEST**
 - Act professionally and represent your team and chapter with pride
 - Follow all contest rules
 - Critiques are MANDATORY to attend after each contest
- **Team members need to maintain at least a 2.0 GPA**
- **Coaches Contact Info**
 - **Specialty Animal & Horse Judging–** Ms. Katuin 559-232-1139
 - **Livestock Judging–** Mr. Diaz 559-664-7756
 - **BIG –** Jordana Shandor 559-706-3072

Student Name _____

Phone/Cell _____

Student Signature _____

Parent Signature _____

Community Service

In an effort to make a positive difference in the community and to fulfill the chapter goals, the Madera-Liberty FFA Chapter actively participates in a number of community service activities throughout the year. These activities allow active members to get involved and give back to the Madera Ranchos community. Some of these activities include the following:

Food for Food – Canned food for burritos lunch
Kids Day Newspaper Sales
Pennies for Patients

Fundraising Activities

The Madera-Liberty FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

Food Fair Burrito Sales
Football Parking
T-Shirt Sales
Poster Calendar Sponsors
Judging Team Sponsors
Owl Boxes
Beef Raffle

Leadership Opportunities

There are a variety of conferences held throughout the year. Each is aimed at different level students and offers different opportunities.

Greenhand Leadership Conference – Clovis East (Freshmen)

- A conference for freshmen who are new to the FFA. Learn about the opportunities open to you in the FFA.
- Meet new people from around the region and state and develop your very own Individual Personal Plan.
- Participate ice breakers, team and individual games, eat lunch, and more!

Made for Excellence – Visalia (2nd or 3rd Year)

MFE is designed for freshman and sophomore FFA members. The theme of the conference is personal growth. The personal growth occurs through building student confidence and competence. Students build confidence as they define how to live a life of excellence by building a foundation of talents, skills and will power to persevere. Students build competence as they learn content related to the subject of personal growth. The individual should leave ready to think about how to begin living a life of excellence that will set them up for a transition into the discovery of premiere leadership.

Students will learn to:

- Identify the relationship between excellence and personal choices.
- Identify three pillars associated with excellence-talent, skill and will.
- Assess personal talents using *What I do Best* from the Gallup Organization.
- Identify life skills needed for experiencing excellence.
- Identify the relationship between will power, personal interests and values.
- Describe success as excellence meeting opportunity.
- Choose opportunities using information gathered during the conference for: FFA, SAE, and high school involvement.
- Set goals for experiencing personal success using S.M.A.R.T. checklist

Advanced Leadership Academy – Visalia (3rd or 4th Year)

ALA is intended to produce young leaders who will return to their FFA chapters motivated and well prepared for solving problems and identifying growth opportunities. It offers an experience specifically for high school juniors and seniors. During the conference students will explore the wide variety of careers available in the field of agriculture. Students will learn how best to prepare for their future careers whether through hands-on experience or advanced education, while polishing their leadership and communications skills. Participants will then generate ideas on how to utilize their leadership skills in community service and volunteerism efforts.

ALA Objectives

- Define leadership as influence.
- Identify the true need for leadership in a given situation.
- Identify advantages and disadvantages to exercising leadership.
- Articulate their commitment to the mission of FFA.
- Develop a personal purpose statement for leading in FFA.
- List strategies for building teams through utilizing talents.
- Define team leadership as shared purpose.
- Evaluate the role of team leadership in addressing needs for leadership.
- List the steps in group problems-solving
- Create a solution, using group problem solving method, for an identified problem in a local FFA chapter.
- List opportunities to influence through service at the local level.

An Integrated Leadership Development Program
California Association | Future Farmers of America

Sacramento Leadership Experience – Sacramento (Seniors)

- The four-day experience includes an overview of the California State Government, visits to State Legislators' offices, caucus and committee meetings, guest speakers, and sessions to inform the students on current issues.
- An intense conference focusing on key agriculture issues facing our country.
- A select group of students may have the opportunity to speak to the Senate floor.
- An application is required for this conference.

State Conference – Fresno

- The State Conference is attended by over 5,000 students and run by the state officers.
- Students will participate in exciting leadership workshops, listen to dynamic and hilarious public speakers, and tour innovative farms and businesses in the agriculture industry.
- FFA Members will have the chance to meet the new state FFA Officer team and listen to inspirational retiring addresses.

National Convention – Indianapolis, Indiana

- With approximately 55,000 individuals from across the nation attending, National Convention is the largest convention for youth in the world and one of the largest conventions period in the USA.
- Students attend sessions, the Career Show, the National FFA Store, and American Degrees are awarded

Washington Leadership Conference– Washington DC

- 2,300 FFA members converge on our nation's Capital for the WLC
- An application is required to attend this leadership conference
- Have a chance to represent Madera-Liberty FFA on a national level

Chapter Officer Duties

President: Stationed by the rising sun

"The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation."

1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio (non-voting) member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities.
4. Represent the chapter in public relations and official functions.

Vice President: Stationed by the plow

"The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun."

1. Assume all duties of the president if necessary.
2. Develop the Program of Activities and serve as an ex-officio (non voting) member of the POA committees.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assess progress toward meeting chapter goals.
5. Establish and maintain a chapter resource file.

Secretary: Stationed by the ear of corn.

"I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet."

1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the designated area
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records and issue membership cards.
6. Keep the Program of Activities wall chart up-to-date.
7. Have on hand for each meeting:
 - a. Official FFA Chapter Secretary's Book including minutes of the previous meeting.
 - b. Copy of the Program of Activities including all standing and special committees.
 - c. Official FFA Manual and the *National FFA Student Handbook*.
 - d. Copies of the chapter constitution and bylaws

Treasurer: Stationed at the emblem of Washington.

"I keep a record of receipts and disbursements just as Washington kept his farm accounts-carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent."

1. Receive, record and deposit FFA funds and issue receipts.
2. Present monthly treasurer's reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain a neat and accurate *FFA Chapter Handbook: Secretary, Treasurer & Program of Activities Workbook* or the computer software.
5. Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.
6. Serve as chairperson of the earnings and savings committee.

Reporter: Stationed by the flag.

"As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Puerto Rico and from the state of Maine to Hawaii."

1. Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
2. Release news and information to local and regional news media.
3. Publish a chapter newsletter.
4. Prepare and maintain a chapter scrapbook.
5. Send local stories to area, district and state reporters.
6. Send articles and photographs to FFA New Horizons and other national and/or regional publications.
7. Work with local media on radio and television appearances and FFA news.
8. Serve as the chapter photographer.

Sentinel: Stationed by the door

"Through this door pass many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order."

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.

Advisor: Stationed by the owl

"The owl is a time-honored emblem of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom."

1. Supervise chapter activities year-round.
2. Inform prospective students and parents about the FFA.
3. Instruct students in leadership and personal development.
4. Build school and community support for the program.
5. Encourage involvement of all chapter members in activities.
6. Prepare students for involvement in contests and awards programs.

Project Budgets

Sheep

Expenses

Animal: \$300

Feed: \$100

Entries: \$10

Fair Commission: \$30

Income

Sale: $\$5 \times 120\text{lbs} = \$600 +$
Bump Bids: Dependent on individual

Profit: \$160 +

Hogs

Expenses

Animal: \$250

Feed: \$160

Entries: \$10

Fair Commission: \$31.25

Income

Sale: $\$2.50 \times 120\text{lbs} = \$625 +$
Bump Bids: Dependent on individual

Profit: \$173.75 +

Goats

Expenses

Animal: \$250

Feed: \$80

Entries: \$10

Fair Commission: \$22.5

Income

Sale: $\$5 \times 90\text{lbs} = \$450 +$
Bump Bids: Dependent on individual

Profit: \$87.50 +

RabbitsExpenses

Animal: \$20 (single) - \$60 (pen)

Feed: \$15

Entries: \$10

Fair Commission: \$10

Income

Sale: \$200 +

Bump Bids: Dependent on individual

Profit: \$145 - \$105**Turkeys**Expenses

Animal: \$15

Feed: \$50

Entries: \$10

Fair Commission: \$10

Income

Sale: \$200 +

Bump Bids: Dependent on individual

Profit: \$115 +**Chickens**Expenses

Animal: \$0

Feed: \$30

Entries: \$10

Vet Supplies: \$10

Fair Commission: \$10

Income

Sale: \$200 +

Bump Bids: Dependent on individual

Profit: \$140 +

2012-2013 Fair Contract

Livestock Contract

- 1) Please inform Ag. Teacher of intent to either purchase animal, or if the student needs help in finding a project at least 100 days prior to fair.
- 2) Students record books need to be up to date and Ag. Teachers will make themselves available during Christmas break to fill them out. Any student that does not have an up to date record book will not be allowed to show. The dates are as follows January 3rd and 4th 2013 from 8a.m. till 12 p.m. and Wednesday January 9th from 8a.m. till 12 p.m.
- 3) All students are to adhere to fair rules and not in any way alter the animals feed without giving prior knowledge to the Ag. Teacher.
- 4) Only the students that have above a 2.0 GPA will be allowed to purchase animals for the fair. If through the duration of the project their academic GPA drops below the 2.0 we will have a meeting with the administration to discuss alternative plans for the fair.
- 5) Prior to the fact that a student is not going to make it to the fair, they or you need to inform an advisor of their absence. It is not fair for other students to care for your child's animal. Please give us ample time. It is hard to be understanding if they didn't wake up, or maybe the fact that they just don't want to go. If there is more than one unexcused occurrence, the advisor will meet with the administration as well as the parents and student to discuss future involvement in the Fair showing.
- 6) It is mandatory that all students write thank-you letters to their buyers within two weeks after they are given the buyer sheet with buyer/bump bidder information. This helps us to retain buyers as well as local support.
- 7) Please be aware that the students need to adhere to all school rules. They will be held accountable as well as disciplined during the fair as well as when they come back or depending on infraction can be dealt with accordingly. It is your responsibility to make sure that we all understand the rules apply to them at all times while they are at the fair and understand that they represent GVUSD as well as Liberty FFA.

Student name _____

Project _____

Student signature _____

Parent signature _____

Advisor Signature _____

Madera-Liberty FFA Chapter History

Chapter Presidents

2012-2013 Justin Chase
 2011-2012 Faith Quandt
 2010-2011 Justin Hart
 2009-2010 David Perry
 2008-2009 Jordana Shandor
 2007-2008 Megan Perry
 2006-2007 Megan Perry
 2005-2006 Matt Nonini

Honorary Chapter Degrees

2012
 Frank Panian
 Golden Valley Ag Foundation
 2011
 Anne Katuin
 Mr. & Mrs. Hart
 2010
 ??
 ??
 2009
 Felipe Piedra
 2008
 Andy Alvarado
 2007
 Bill Janzen
 Mark Toole

State Degrees

2012
 Braden Cardoza
 Brennen Cornell
 Faith Quandt
 Sharon Gosselin
 2011
 Rachel Zumkeller
 2010
 Justin Hart
 Megan Bowe
 2009
 David Perry
 Patrick Foster
 2008
 Jordana Shandor
 Kylie Bowe
 Megan Perry

American Degrees

2012 Jordana Shandor
 Patrick Foster

Sectional Awards

Regional Awards

State Awards

Greenhand Officer Application

Name: _____

Current Grade: _____

What was your Final GPA in 8th grade _____

Office Desired: _____

Any Office **NOT** Desired: _____

What qualities do you have that would make you stand out in this officer position? What leadership skills do you possess?

What got you interested in becoming a Greenhand Officer?

What is dedication to you? What other activities do you do outside the FFA? Do you dedicate yourself to everything you participate in?

How do you think you could better the Liberty FFA Chapter?

Explain your thoughts on teamwork. How will you encourage teamwork on your officer team? Are you a good team player?

I will attend Greenhand Leadership Conference on November 6th _____ (initial)

I will follow the FFA code of ethics. I understand that failure to do this will result in my being removed from office.

As an FFA member I am willing to accept the responsibilities associated with a greenhand office, and will strive to lead by example in all worthy undertakings during this next year if I am elected to office. My parents support me in this decision as I strive to be a leader for the 21st century.

Applicant Signature

Parent Signature

2012-2013 Greenhand Officer Reference

Have one adult write a reference on why you would make a good officer and on the qualities you possess. This person **CANNOT** be an Ag teacher, advisor, or a member of your family, but **CAN** be a present teacher, past teacher, a boss, etc. The reference needs to be written on this sheet in the space below and signed by the person writing the reference.

Print Name

Signature

Date

Greenhand Leadership Conference Application

Name: _____

What was your Final GPA for the last grading period _____

Why do you feel you should be selected for the Greenhand conference?

What are your future plans for FFA?

What is dedication to you? What other activities do you do outside the FFA? Do you dedicate yourself to everything you participate in?

How do you think you could better the Liberty FFA Chapter?

MADE FOR EXCELLENCE &
ADVANCED LEADERSHIP ACADEMY
APPLICATION

Name: _____ Grade: _____ Years in Ag: _____

Briefly describe SAE projects that you have done in the past, are currently doing, or plan to do in the future.

List the teams that you have participated on or plan to participate on.
TEAM YEAR(S) TEAM YEAR(S)

In 5 sentences or more tell why you would like to go to this conference.

Liberty High School Agriculture Department

12220 Road 36
Madera, CA 93636
559-645-3500

2013 STATE FFA LEADERSHIP CONFERENCE APPLICATION

Name: _____

Grade: _____

2012 Fall Semester GPA: _____

Fall Semester Ag Grade(s): _____

Put a check next to conferences you have attended in the past:

Greenhand Leadership Conference: _____

Made for Excellence: _____

Advanced Leadership Academy: _____

State FFA Leadership Conference: _____

1. List 5 accomplishments that you have achieved or significant activities that you have participated in as an FFA member:

2. List the reasons why you would like to attend the 2013 State FFA Leadership Conference.

3. What impact will the State Leadership Conference have on your leadership development?

4. Briefly describe your SAE Project(s).

5. Describe your short and long term FFA goals.

6. List you school and/or community accomplishments and activities/

I have personally prepared this application and believe it to be correct. I understand the responsibilities expected of me during this conference and will do my best to comply with them in I am selected to attend the 2013 State FFA Leadership Conference.

Student Signature

Date

I understand the responsibilities expected of my student if they are selected to attend this conference and I support their decision to apply for a conference spot. By signing I a also agree that I am responsible for the cost of the conference, if my student is selected.

Parent/Guardian Signature

Date

Chapter Officer Application

Name: _____

Current Grade in Ag Class(es): _____

Do you have a C or above in all your classes? Yes ____ No ____

If No, what classes do have below a C in and why?

Office Desired: _____

Any Office **NOT** Desired: _____

What qualities do you have that would make you stand out in this officer position? What leadership skills do you possess?

What got you interested in becoming a Chapter Officer?

What is dedication to you? What other activities do you do outside the FFA? Do you dedicate yourself to everything you participate in? With these activities in your life are you going to be able to dedicate yourself to the FFA as an officer?

How do you think you could better the Madera-Liberty FFA Chapter? Do you have any goals for the chapter?

Explain your thoughts on teamwork. How will you encourage teamwork on your officer team? Are you a good team player?

Do you have goals for yourself as an officer? What do you hope to gain out of being an FFA chapter officer?

I will attend Sectional COLC_____ (initial)

I will attend the POA planning meeting _____ (initial)

I will follow the FFA code of ethics, and maintain my grades each marking period at a high level of 2.5 that is stated in the bylaws of the Madera- Liberty FFA. I understand that failure to do these things will result in my being removed from office.

As an FFA member I am willing to accept the responsibilities associated with a chapter office, and will strive to lead by example in all worthy undertakings during this next year if I am elected to office. My parents support me in this decision as I strive to be a leader for the 21st century.

Applicant Signature

Parent Signature

2013 Chapter Officer Reference

Have one adult write a reference on why you would make a good officer and on the qualities you possess. This person **CANNOT** be an Ag teacher, advisor, or a member of your family, but **CAN** be a present teacher, past teacher, a boss, etc. The reference needs to be written on this sheet in the space below and signed by the person writing the reference.

Print Name

Signature

Date

Point Awards System

Madera-Liberty FFA does not currently have a point awards system. This is something the officer team has discussed and is working towards creating so that we will hopefully be able to put into place next year.

Liberty High School FFA Chapter Constitution #0533

ARTICLE I- Name and purposes

Section A. The name of this organization shall be the “Madera-Liberty High School Chapter of the Future Farmers of America” and the letters, FFA, may be used to designate the chapter, its activities, or members thereof.

Section B. The purposes for which this chapter is formed are as follows:

1. To develop competent and aggressive agricultural leadership
2. To create and nurture a love of agricultural life
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations
5. To encourage members in the development of individual occupational experience programs and establishment in agricultural careers
6. To encourage members to improve the home and its surroundings
7. To participate in worthy undertakings for the improvement of the industry of agriculture
8. To develop character, train for useful citizenship, and foster patriotism
9. To participate in cooperative effort
10. To encourage and practice thrift
11. To encourage improvement in scholarship
12. To provide and encourage the development of organized recreational activities.

ARTICLE II—Organization

Section A. The Madera-Liberty High School Chapter of the FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions of the constitution and bylaws of the California Association of FFA as well as those of the National FFA Organization.

ARTICLE III—Membership

- Section A. Membership in this chapter shall be of three kinds: (1) Active, (2) Alumni, (3) Honorary, as defined by the National FFA Constitution
- Section B. The regular work of this chapter shall be carried on by the active membership.
- Section C. Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.
- Section D. Active members in good standing may vote on all business brought before the chapter. Active members shall be considered in good standing when: (Standard Rules Art.III)
1. They attend local chapter meetings with reasonable regularity.
 2. They show an interest in, and take part in the affairs of the chapter.
 3. They are properly affiliated with the State and National FFA Organizations.
- Section E. Names of applicants for membership shall be filed with the Chapter Secretary and the Membership Committee.

ARTICLE IV – Emblems

- Section A. The emblem of the FFA shall be the emblem for the chapter
- Section B. Emblems used by the members shall be designated by the National Organization of FFA

ARTICLE V- Membership Degrees and Privileges

- Section A. There shall be four Degrees of active membership in this chapter.

These Degrees are: (1) The Greenhand FFA Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, and (4) The American FFA Degree.

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the State FFA Degree are entitled to wear the gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B. Greenhand FFA Degree: Minimum qualifications for election (Refer to State Constitution for a complete list of Degree requirements) :

1. Be regularly enrolled in a class in vocational education course for an agriculture occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agriculture occupational experiences.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA emblem, colors and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the FFA organization.
6. Know the duties of responsibilities of FFA members.
7. Personally own or have access to the Official FFA Manual.
8. Submit written application for the Greenhand Degree for chapter records.

Section C. Chapter FFA Degree: Minimum qualifications for election (Refer to State Constitution for a complete list of Degree requirements) :

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an improved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the State Association and National Organization.
4. Be familiar with the provisions of the Constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/her own efforts from his/her supervised farming / other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or work 100 hours on his/her SAE in excess of scheduled class time.

- Section D. State FFA Degree: Minimum qualifications for election:
- Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association.
- Section E. American FFA Degree: Minimum qualifications for election:
- Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.
- Section F. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement. (Exception: in the first year of a new chapter, degree awards will be determined by the advisor.)

ARTICLE VI-Officers

- Section A. The officers of the chapter shall be as follows: President, Vice-President, Secretary, Treasurer, Reporter, Sentinel. Historian, Parliamentarian, Chaplain and Sweetheart will be determined by student interest. The local advisors shall be the teachers of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices. (See FFA Manual)
- Section B. All officers shall purchase an official jacket and uniform and wear it at all FFA meetings and functions.
- Section C. Officers of the Madera-Liberty FFA shall be elected at the April Meeting. The officers will be announced and installed annually at the May banquet.
- Section D. The officers of the chapter together with the chairmen in charge of the major sections of the annual Program Of Activities and the advisors shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or standing rules adopted from time to time.
- Section E. The Executive Committee will appoint a nominating committee from senior class members. In the absence of a nominating committee, the Executive Committee will act as the nominating committee.
- Section F. Members who want to run for office must submit an application to the nominating committee.
- Section G. All chapter officers must demonstrate outstanding leadership by participating in the Parliamentary Procedure, or Public Speaking which include (prepared or extemporaneous), Impromptu, or job interview.

Section H. To be eligible to run for Chapter Office you must:

1. Any student in FFA
2. Two weeks prior to the election the applicant's application must be turned in to the Advisor(s). If application is not in on time or complete, the applicant will forfeit.
3. Be in good standing with the Chapter as outlined.
4. Must be academically eligible with a 2.5 when his/her term begins.
5. The applications will be screened by a committee that shall consist of two senior members chosen by the Executive Committee, and two administrators/staff of Liberty High School
6. Selected applicants will be interviewed and slated by the committee.
7. The President position shall be a sliding position, where the recipient of the majority votes will receive Presidency and the runner-up will receive Vice Presidency. If there is more than two candidates for the President/ Vice-President position the other candidate/s will slide once to any position.
8. After the committee has slated the President, Secretary, Treasurer, Reporter and Sentinel, the candidates will present a speech at the April meeting.

Section I. Chapter officers must hold the Greenhand FFA Degree and maintain a 2.5 Grade Point Average.

Section J. Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

ARTICLE VII-Meetings

Section A. Regular chapter meetings shall be held once a month during the school year and place is designated by the Chapter Executive Committee.

Section B. Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C. Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.

Section D. A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote is taken committing the chapter to any proposal or action.

ARTICLE VIII-Amending the Constitution and Standing Rules

Any member and/or advisor can move to amend the constitution by written or verbal communication to the Executive Committee. The Executive Committee must act on the proposed amendment. If the Executive Committee passes the amendment it is then taken to a regular FFA meeting for approval by a majority vote of the members.

Any member can move to amend the Standing Rules by writing out the amendment and giving it to the Executive Committee. The Executive Committee can pass the proposed amendment with a two-thirds vote.

ARTICLE IX-Roberts Rules of Order

Roberts Rules of Order will be used and enforced at all meetings. Any conflict or question not covered by our constitution or standing rules will be decided by Roberts Rules of Order.

Liberty High School FFA – Standing Rules

ARTICLE I – Any Liberty High School student enrolled in an agriculture class can join FFA.

A. The chapter must pay local, state and national FFA dues.

ARTICLE II-Membership

A member in good standing:

- a. Attends meetings regularly
- b. Cannot miss three meetings in a row without previous notification
- c. Maintains a C or better average (last semester)

- d. Shows interest in FFA
- e. Is in good standing with Liberty High School

All members in good standing can participate in all Liberty FFA activities

ARTICLE III- Executive Committee

- a. The chapter officers and the chairpersons of major committees make up the Executive Committee.
- b. The President shall preside over the Executive Committee.
- c. The Executive Committee shall meet once a month unless specified.
- d. The Secretary shall make and post an agenda before each FFA general meeting.
- e. The Chapter Secretary shall act as the Executive Committee Secretary. All minutes shall be posted after each meeting.

ARTICLE IV – Judging Teams

- a. Judging teams shall, with advisor's approval, select a team captain.
- b. The team captain shall make sure each team member has a folder with a copy of the curricular code.
- c. The team captain shall make a list of all contests in which the team will compete including date, place, times of departure and return.
- d. The team captain shall make sure who is going to each contest.
- e. The team captain shall make sure each member is in good standing and in proper uniform.
- f. The team captain shall make sure every member attends the critique after the contest.

ARTICLE V-Committee Chairman (Standing)

- a. All committee chairmen shall be elected at a regular FFA meeting.
- b. The committee chairmen shall help select and get approval from the FFA Chapter for each committee member.
- c. The chairman shall appoint a secretary for the meetings. Minutes will be taken at each meeting and turned over to the Chapter Secretary after making a report to the Chapter. The chairman or secretary will make a report to the FFA Chapter.
- d. Each committee will plan, prepare, and perform its activity.

June 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 NC Delegate Apps Due	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 CATA Governing Board Meeting	18 CATA Conference	19	20	21	22	23
				Skills Week		
24	25	26	27	28	29 AIG Apps Due	30

July 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 GIC Registration Opens	3	4 Independence Day	5	6	7 Pre-weigh at Madera Fair
8	9	10	11 State Fair Jr. Live-stock Show	12	13	14
15 →	16	17	18	19	20 State Fair Jr. Dairy Show	21 →
22 →	23	24	25 →	26	27	28
29	30	31				

August 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 <i>Back to school</i>	21	22 <i>Officer meeting</i> 1-330	23 <i>First day of school</i>	24	25
26	27	28	29	30	31	

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2 8-2 LANDSCAPE	3	4	5	6 Madera County fair	7	8 ↑
9 ↑	10	11 Ice Cream Social 6:30 p.m. Seth in charge of meeting	12	13	14 EFM/WFM COLC/ CATA-?? 5pm	15
16	17 Money due for blackbeards	18Greenland applications due To Diaz/ Katuin	19EFM Activity Blackbeard's 5pm	20	21	22
23	24	25	26	27	28 Homecoming	29
30						

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 Officer meeting after school	4	5 Food Fair	6
7	8	9 FFA meeting 6:30, Katie in charge	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 National FFA Convention Indianapolis	25	26	27
28	29	30	31 Halloween			

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 Greenhand Conference-Clotis	7 Tranquillity O/C 4pm	8 Officer meeting after school	9	10
11 Veterans Day	12 No School	13 FFA meeting 630 Michelle	14 EFM O/C-Readley College 4pm	15	16 Food @ Football Game	17 Region FFA/CATA Meetings-Lenoore 8:30 am
18	19	20	21	22 Thanksgiving	23	24
25	26	27	28	29	30	

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 <i>Officer meeting</i>	6 <i>EFM BIG/Banking-Sanger 5pm</i>	7 <i>Food Fair</i>	8
9	10	11 <i>FFA MEETING 630 Hunter</i>	12	13	14	15
16	17	18	19	20	21	22
23	24	25 <i>Christmas</i>	26	27	28	29
30	31					

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17 Officer meeting With officers and Freshman team	18	19
20	21 Martin Luther King Day	22 FFA MEETING 630 Freshman officer team	23	24 EFM Manuscripts Due	25 Region Officer Apps Due	26
27	28	29	30 EFM/WFM RB Scoring-KHS 4pm	31		

February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 Officer meeting after school	7 EFM Speaking Contest -Clovis 3pm	8 MFE/ALA Visalia Region Officer Interviews	9 → →
10	11 NO SCHOOL	12 FFA MEETING 630 Vandergriff Tulare Farm Show	13	14 Valentine's Day →	15 Food Fair	16
17	18 Presidents Day - No school	19 FFA WEEK →	20 EFM Activity-Johns Incredible Pizza	21	22 →	23 Region CATA/FFA Meetings-Readley
24	25	26	27	28		

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 UC Davis FD
3	4	5	6 Officer Meeting after school	7	8	9 Chico State FD Dinuba Spec. Animal- 8:30am
10	11	12FFA Meeting 630 Justin Officer apps available	13	14	15	16 Merced JC FD
17	18	19	20	21	22Region Speaking Contest- COS 10am Officer apps. Due at 330 p.m. Food Fair	23 MJC Field Day
24	25 Spring Break	26	27	28	29	30
31 Easter						

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 <div></div>	2	3 Officer meeting After school	4 Officer interviews After school	5 Slate posted on kiosk during lunch	6 Cal Poly Pomona FD
7	8	9 FFA MEETING 630 SETH	10	11	12	13 Reedley College FD
14	15	16	17	18 State Speaking-Fresno 11am	19	20 FSU FD/State Finals State FFA Conf. Duncan Spec. Animal 9am
21 <div></div>	22	23 <div></div>	24	25	26	27
28	29	30				

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 <i>Officer meeting after school</i>	2	3 <i>EEM Officer Apps Due</i>	4 <i>Cal Poly SLO State Finals</i>
5	6 <i>EEM Officer Screening 4pm</i>	7	8 <i>FFA BANQUET Doors open at 530 Starts at 600</i>	9 <i>EEM/WEM CATA Planning/FFA Officer Elections-KHS 5pm</i>	10	11
12 <i>Mother's Day</i>	13 <i>Chowchilla/Madera Fair</i>	14	15	16	17	18
19	20	21	22	23	24	25
26	27 <i>Memorial Day- No School</i>	28	29	30	31	

June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7 Last Day of School	8
9	10	11	12	13	14	15
16 Father's Day	17	18	19	20	21	22
23	24 CATA Conference	25	26	27 Skills Week	28	29
30						

K. School and/or Department Policies

- **Student Eligibility**
- **Leadership Development
Integration**
- **SOE Integration**

Department Policies:

Madera-Liberty FFA Constitution and By-Laws

Fair Contract

CDE Judging Team Contract

School Policies:

Liberty High School Parent/Student Handbook

Liberty High School FFA Chapter Constitution #0533

ARTICLE I- Name and purposes

Section A. The name of this organization shall be the “Madera-Liberty High School Chapter of the Future Farmers of America” and the letters, FFA, may be used to designate the chapter, its activities, or members thereof.

Section B. The purposes for which this chapter is formed are as follows:

1. To develop competent and aggressive agricultural leadership
2. To create and nurture a love of agricultural life
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations
5. To encourage members in the development of individual occupational experience programs and establishment in agricultural careers
6. To encourage members to improve the home and its surroundings
7. To participate in worthy undertakings for the improvement of the industry of agriculture
8. To develop character, train for useful citizenship, and foster patriotism
9. To participate in cooperative effort
10. To encourage and practice thrift
11. To encourage improvement in scholarship
12. To provide and encourage the development of organized recreational activities.

ARTICLE II—Organization

Section A. The Madera-Liberty High School Chapter of the FFA is a chartered local unit of the California Association of Future Farmers of America which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions of the constitution and bylaws of the California Association of FFA as well as those of the National FFA Organization.

ARTICLE III—Membership

Section A. Membership in this chapter shall be of three kinds: (1) Active, (2) Alumni, (3) Honorary, as defined by the National FFA Constitution

Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.

Section D. Active members in good standing may vote on all business brought before the chapter. Active members shall be considered in good standing when: (Standard Rules Art.III)

1. They attend local chapter meetings with reasonable regularity.
2. They show an interest in, and take part in the affairs of the chapter.
3. They are properly affiliated with the State and National FFA Organizations.

Section E. Names of applicants for membership shall be filed with the Chapter Secretary and the Membership Committee.

ARTICLE IV – Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter

Section B. Emblems used by the members shall be designated by the National Organization of FFA

ARTICLE V- Membership Degrees and Privileges

Section A. There shall be four Degrees of active membership in this chapter.

These Degrees are: (1) The Greenhand FFA Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, and (4) The American FFA Degree.

All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the State FFA Degree are entitled to wear the gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B. Greenhand FFA Degree: Minimum qualifications for election (Refer to State Constitution for a complete list of Degree requirements) :

1. Be regularly enrolled in a class in vocational education course for an agriculture occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agriculture occupational experiences.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA emblem, colors and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the FFA organization.
6. Know the duties of responsibilities of FFA members.
7. Personally own or have access to the Official FFA Manual.
8. Submit written application for the Greenhand Degree for chapter records.

Section C. Chapter FFA Degree: Minimum qualifications for election (Refer to State Constitution for a complete list of Degree requirements) :

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an improved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the State Association and National Organization.
4. Be familiar with the provisions of the Constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/her own efforts from his/her supervised farming / other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or work 100 hours on his/her SAE in excess of scheduled class time.

Section D. State FFA Degree: Minimum qualifications for election:

Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association.

Section E. American FFA Degree: Minimum qualifications for election:

Qualifications for the American FFA Degree are those set forth

in the Constitution of the National FFA Organization.

- Section F. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement. (Exception: in the first year of a new chapter, degree awards will be determined by the advisor.)

ARTICLE VI-Officers

- Section A. The officers of the chapter shall be as follows: President, Vice-President, Secretary, Treasurer, Reporter, Sentinel. Historian, Parliamentarian, Chaplain and Sweetheart will be determined by student interest. The local advisors shall be the teachers of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices. (See FFA Manual)
- Section B. All officers shall purchase an official jacket and uniform and wear it at all FFA meetings and functions.
- Section C. Officers of the Madera-Liberty FFA shall be elected at the April Meeting. The officers will be announced and installed annually at the May banquet.
- Section D. The officers of the chapter together with the chairmen in charge of the major sections of the annual Program Of Activities and the advisors shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or standing rules adopted from time to time.

Section E. The Executive Committee will appoint a nominating committee from senior class members. In the absence of a nominating committee, the Executive Committee will act as the nominating committee.

Section F. Members who want to run for office must submit an application to the nominating committee.

Section G. All chapter officers must demonstrate outstanding leadership by participating in the Parliamentary Procedure, or Public Speaking which include (prepared or extemporaneous), Impromptu, or job interview.

Section H. To be eligible to run for Chapter Office you must:

1. Any student in FFA
2. Two weeks prior to the election the applicant's application must be turned in to the Advisor(s). If application is not in on time or complete, the applicant will forfeit.
3. Be in good standing with the Chapter as outlined.
4. Must be academically eligible with a 2.5 when his/her term begins.
5. The applications will be screened by a committee that shall consist of two senior members chosen by the Executive Committee, and two administrators/staff of Liberty High School
6. Selected applicants will be interviewed and slated by the committee.
7. The President position shall be a sliding position, where the recipient of the majority votes will receive Presidency and the runner-up will receive Vice Presidency. If there is more

than two candidates for the President/ Vice-President position the other candidate/s will slide once to any position.

8. After the committee has slated the President, Secretary, Treasurer, Reporter and Sentinel, the candidates will present a speech at the April meeting.

Section I. Chapter officers must hold the Greenhand FFA Degree and maintain a 2.5 Grade Point Average.

Section J. Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

ARTICLE VII-Meetings

Section A. Regular chapter meetings shall be held once a month during the school year and place is designated by the Chapter Executive Committee.

Section B. Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C. Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates

may be named as necessary in order to have proper representation at various other FFA meetings within the State.

Section D. A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote is taken committing the chapter to any proposal or action.

ARTICLE VIII-Amending the Constitution and Standing Rules

Any member and/or advisor can move to amend the constitution by written or verbal communication to the Executive Committee. The Executive Committee must act on the proposed amendment. If the Executive Committee passes the amendment it is then taken to a regular FFA meeting for approval by a majority vote of the members.

Any member can move to amend the Standing Rules by writing out the amendment and giving it to the Executive Committee. The Executive Committee can pass the proposed amendment with a two-thirds vote.

ARTICLE IX-Roberts Rules of Order

Roberts Rules of Order will be used and enforced at all meetings. Any conflict or question not covered by our constitution or standing rules will be

decided by Roberts Rules of Order.

Liberty High School FFA – Standing Rules

ARTICLE I – Any Liberty High School student enrolled in an agriculture class can join FFA.

- A. The chapter must pay local, state and national FFA dues.

ARTICLE II-Membership

A member in good standing:

- a. Attends meetings regularly
- b. Cannot miss three meetings in a row without previous notification
- c. Maintains a C or better average (last semester)
- d. Shows interest in FFA
- e. Is in good standing with Liberty High School

All members in good standing can participate in all Liberty FFA activities

ARTICLE III- Executive Committee

- a. The chapter officers and the chairpersons of major committees make up the Executive Committee.
- b. The President shall preside over the Executive Committee.
- c. The Executive Committee shall meet once a month unless specified.
- d. The Secretary shall make and post an agenda before each FFA general meeting.
- e. The Chapter Secretary shall act as the Executive Committee Secretary. All minutes shall be posted after each meeting.

ARTICLE IV – Judging Teams

- a. Judging teams shall, with advisor's approval, select a team captain.
- b. The team captain shall make sure each team member has a folder with a copy of the curricular code.
- c. The team captain shall make a list of all contests in which the team will compete including date, place, times of departure and return.
- d. The team captain shall make sure who is going to each contest.
- e. The team captain shall make sure each member is in good standing and in proper uniform.
- f. The team captain shall make sure every member attends the critique after the contest.

ARTICLE V-Committee Chairman (Standing)

- a. All committee chairmen shall be elected at a regular FFA meeting.
- b. The committee chairmen shall help select and get approval from the FFA Chapter for each committee member.
- c. The chairman shall appoint a secretary for the meetings. Minutes will be taken at each meeting and turned over to the Chapter Secretary after making a report to the Chapter. The chairman or secretary will make a report to the FFA Chapter.
- d. Each committee will plan, prepare, and perform its activity.

2012-2013 Fair Contract

Livestock Contract

- 1) Please inform Ag. Teacher of intent to either purchase animal, or if the student needs help in finding a project at least 100 days prior to fair.
- 2) Students record books need to be up to date and Ag. Teachers will make themselves available during Christmas break to fill them out. Any student that does not have an up to date record book will not be allowed to show. The dates are as follows January 3rd and 4th 2013 from 8a.m. till 12 p.m. and Wednesday January 9th from 8a.m. till 12 p.m.
- 3) All students are to adhere to fair rules and not in any way alter the animals feed without giving prior knowledge to the Ag. Teacher.
- 4) Only the students that have above a 2.0 GPA will be allowed to purchase animals for the fair. If through the duration of the project their academic GPA drops below the 2.0 we will have a meeting with the administration to discuss alternative plans for the fair.
- 5) Prior to the fact that a student is not going to make it to the fair, they or you need to inform an advisor of their absence. It is not fair for other students to care for your child's animal. Please give us ample time. It is hard to be understanding if they didn't wake up, or maybe the fact that they just don't want to go. If there is more than one unexcused occurrence, the advisor will meet with the administration as well as the parents and student to discuss future involvement in the Fair showing.
- 6) It is mandatory that all students write thank-you letters to their buyers within two weeks after they are given the buyer sheet with buyer/bump bidder information. This helps us to retain buyers as well as local support.
- 7) Please be aware that the students need to adhere to all school rules. They will be held accountable as well as disciplined during the fair as well as when they come back or depending on infraction can be dealt with accordingly. It is your responsibility to make sure that we all understand the rules apply to them at all times while they are at the fair and understand that they represent GVUSD as well as Liberty FFA.

Student name _____

Project _____

Student signature _____

Parent signature _____

Advisor Signature _____

LIBERTY FFA

JUDGING TEAM MEMBER CONTRACT

- **Practices are MANDATORY.**
 - If you must miss a practice then you must give your coach 24 hours notice.
- **Contests are MANDATORY.**
 - Contests are registered and paid for months in advanced. Refunds are not given to chapters for teams and students that do show up.
 - If you do not show up for a contest then the student will be charged for registration, transportation, and lodging feed (when applicable).
 - Day contests will cost approximately \$50 depending on transportation
 - Overnight trips will cost approximately \$150 depending on hotel
 - Emergencies need to be cleared PRIOR to the day before leaving for a contest
 - **REMEMBER: Your team is counting on YOU! If someone does not show up then the team is not able to compete for awards. If you do not show up you are letting YOURSELF, YOUR TEAM, YOUR COACH, and YOUR CHAPTER DOWN.**
- **Uniform is MANDATORY.**
 - **OUTSIDE teams:** Black Slacks/Wranglers (NOT FADED), Black Dress Shoes/Boots, Black Belt, White Collared Button-up Shirt, FFA Jacket, FFA Tie/Scarf
 - **BIG Girls:** Black Knee Length Skirt, Black Closed Toed Flats or Pumps, White Collared Button-up Shirt, FFA Jacket, FFA Scarf
 - **Full uniform MUST be in the Ag Room the day PRIOR to leaving to for an overnight contest. All other contests come fully dressed to school to and ready to leave (with the exception of UC Davis – we will stop and change, your uniform will be checked before we leave school)**
- **DAY OF CONTEST**
 - Act professionally and represent your team and chapter with pride
 - Follow all contest rules
 - Critiques are MANDATORY to attend after each contest
- **Team members need to maintain at least a 2.0 GPA**
- **Coaches Contact Info**
 - **Specialty Animal & Horse Judging–** Ms. Katuin 559-232-1139
 - **Livestock Judging–** Mr. Diaz 559-664-7756
 - **BIG –** Jordana Shandor 559-706-3072

Student Name _____

Phone/Cell _____

Student Signature _____

Parent Signature _____

There is not a board policy specifically outlining the integration of the SAE and FFA portions of Ag Education. However, there is policy about integrating instruction and vocational education and CTE standards. Also, in the course offerings handbook all Ag classes state that minimum participation in FFA is required as a part of the class, all of which are board approved course descriptions.

Section of my course syllabi that addresses FFA & SAE

There will also be an agriculture emphasis in this class giving students many opportunities within the Agriculture Department ***FFA is an integral part of this class. 1st year agriculture students must complete 3 FFA activities per semester, continuing agriculture students must complete 4 FFA activities per semester.***

Opportunities to meet this requirement will be posted on the FFA Calendar in my class as well as E9, on my white board and on the FFA Kiosk outside the science building. There will also be a tentative schedule of events for the year given to each family. Students participating in more than the minimum FFA activities may earn extra grade points at the end of each semester.

There will also be an agriculture project/record book assignment that will be required and part of the FFA grade. A separate sheet of instructions will be provided.

A similar statement is a part of all Ag course descriptions in the board approved course offerings handbook.

Agricultural Biology (P) 9-10-11-12

Prerequisite: Teacher recommendation for ninth grade Students

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 the principles, central concepts, and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, genetics of life, growth, reproduction in plant and animals, ***leadership, FFA, and record keeping. Minimum participation in FFA related activities outside of class and after school hours is a graded component of this class.***

Liberty High School

“Home of the Hawks”

2012-2013

**Student / Parent
Handbook**

Vision Statement

Liberty High School is a model campus that exemplifies a positive school culture, which includes diversity, leadership, and traditions. The staff and students are unified with the community to promote the best possible atmosphere for the students. Liberty High School is a school that prides itself on outstanding academic, athletic, and extra curricular activities.

Beliefs

- Students will be successful, self-directed, life long learners, who are able to utilize appropriate technology to achieve their goals.
- Students at Liberty High School should be models of good character traits as illustrated by maintaining self-control, having a sense of purpose, and demonstrating positive leadership skills.
- Liberty High School staff will work together to accomplish the goal of educating all students, model life-long learning, encourage student and parent involvement, and provide students with opportunities to integrate with the community.
- Professional and educational decisions and programs will be data driven and used to develop a community of life-long learners and creative decision makers who possess critical thinking skills.
- All staff will work to develop a comfortable, safe, and positive environment at Liberty High School where students feel comfortable and secure in all areas of the campus.
- Liberty High School will provide state of the art facilities for both academic learning and extracurricular activities that give all students, staff, and community an opportunity to be successful.
- All staff will work collaboratively to provide standards based instruction and assessment in a learning environment that facilitates students' success.

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Liberty High School Bell Schedule 2012-2013

Monday, Tuesday, Friday

8:05	9:04	Period 1	59
9:04	9:09	Passing	5
9:09	10:08	Period 2	59
10:08	10:18	Break	10
10:18	10:23	Passing	5
10:23	11:27	Period 3	64
11:27	11:32	Passing	5
11:32	12:31	Period 4	59
12:31	1:06	Lunch	35
1:06	1:11	Passing	5
1:11	2:10	Period 5	59
2:10	2:15	Passing	5
2:15	3:14	Period 6	59

Minimum Day Schedule-Monday

8:05	8:50	Period 1	45
8:50	8:55	Passing	5
8:55	9:40	Period 2	45
9:40	9:45	Passing	5
9:45	10:35	Period 3	50
10:35	10:40	Passing	5
10:40	11:25	Period 4	45
11:25	11:30	Passing	5
11:30	12:15	Period 5	45
12:15	12:50	Lunch	35
12:50	12:55	Passing	5
12:55	1:40	Period 6	45

Monday Minimum Days:

9/17, 10/15, 11/26, 1/14,
2/25, 4/15

Wednesday (Odd)/Thursday (Even)

8:05	9:40	Period 1/2	95
9:40	9:50	Break	10
9:50	9:55	Passing	5
9:55	10:38	Period 7/8	43
10:38	10:43	Passing	5
10:43	12:18	Period 3/4	95
12:18	12:53	Lunch	35
12:53	12:58	Passing	5
12:58	2:33	Period 5/6	95

Activities Schedule

8:05	8:56	Period 1	51
8:56	9:01	Passing	5
9:01	9:52	Period 2	51
9:52	10:02	Break	10
10:02	10:07	Passing	5
10:07	11:03	Period 3	56
11:03	11:08	Passing	5
11:08	11:59	Period 4	51
11:59	12:04	Passing	5
12:04	12:47	Activity	43
12:47	1:22	Lunch	35
1:22	1:27	Passing	5
1:27	2:18	Period 5	51
2:18	2:23	Passing	5
2:23	3:14	Period 6	51

**Liberty High School
Special Events Master Calendar
2012-2013**

(All dates subject to change)

15-Aug	9th Grade Student/Parent Orientation, 6 p.m., Theater
16-Aug	2012-2013 Registration, Gymnasium
17-Aug	ACT Registration Deadline for 9/8 Test, www.actstudent.org
23-Aug	FIRST DAY OF SCHOOL
23-Aug	Running Rally
24-Aug	Rules Assembly periods 1 - 4
24-Aug	Movie Night after scrimmage
Aug 27 – Aug 31	Welcome Week (Closed Campus)
29- Aug	Senior Exit Portfolio/Presentation (tutorial)
30-Aug	2012-2013 Fresh/Vacancy Elections
31- Aug	Club Rush
31-Aug	Back to School Dance 8:30-11:30pm
Sept (TBA)	Senior Panoramic and Senior Picture Make-ups (Art Building)
3-Sep	Labor Day - No School
5-Sep	Spring 2012 Academic Awards Assembly, 10th Grade, Tutorial, Theater
6-Sep	Spring 2012 Academic Awards Assembly, 11/12th Grade, Tutorial, Theater
7-Sep	SAT Registration Deadline for 10/6 Test, sat.collegeboard.org
8-Sep	ACT Test off site per student registration
Sept 10-Sept 14	Old School Olympics
10-Sep	12th Grade Parent Meeting, 6 p.m., Theater
12-Sep	12th Grade College Options and Timeline Presentation, Tutorial
12-Sep	Back to School Night , 6 p.m.
13-Sep	School Picture Re-takes (Gym Lobby)
17-Sep	Minimum Day/Staff Development
17-Sep	9th Grade Parents 4 year planning presentation @6pm, Theatre
17-Sep	Mix it up Day
19-Sep	9th Grade 4 year Academic Planning Workshop, Tutorial
20-Sep	ASVAB Test
21-Sep	Rally
21-Sep	PSAT Registration Deadline
21-Sep	ACT Registration Deadline for 10/27 Test, www.actstudent.org
Sept 24-Sept28	Homecoming Spirit Week
24-Sep	Community College Application Workshop for 12th Grade, Computer Lab, subject to change
25-Sep	Homecoming Kick Off Night Rally/Food Fair
25-Sep	ACT/PLAN Test Study 10 th grade English classes
28-Sep	Homecoming 2012- Floats and Coronation
28-Sep	Homecoming Dance: End of game-12:00am
Oct (TBA)	Senior Panoramic/Hall of Fame Pictures (TBA)
1-Oct	Challenge Day Applications Due to G13
1-Oct	Senior Portfolio Due (Error free)
Oct 2-Oct 3	CAHSEE 12th Grade Retake
Oct 3 & Oct 4	6 week benchmark exams
4-Oct	SAT Registration Deadline for 11/3 test, sat.collegeboard.org
5-Oct	Champions for Today Assembly
5-Oct	Fall Food Fair
5-Oct	6 week Progress Reports – Eligibility
5-Oct	PLAN Test Registration Deadline
6-Oct	SAT Test off site per student registration
9-Oct	2 nd Annual Challenge Day
11-Oct	CSU Application Workshop for 12 th Grade, Tutorial
14-Oct	Salsa Contest
15-Oct	Minimum Day/Staff Development
15-Oct	Mix it up Day
17-Oct	Site Council Meeting, Career Center
17-Oct	PSAT Test
Oct18-Oct19	Fall Play
18-Oct	ASVAB Results Interpretation
Oct22-Nov9	Canned Food Drive Begins (Community may drop-off non-perishables to LHHS Office)
23-Oct	Mock Rock Night Event (Bring two non-perishable items to get in free)
25-Oct	UC Application Workshop for 12 th Grade, Tutorial
27-Oct	ACT Test off site per student registration
31-Oct	Harvest Fest
1-Nov	SAT Registration Deadline for 12/1 test, sat.collegeboard.org
2-Nov	ACT Registration Deadline for 12/8 Test, www.actstudent.org

3-Nov	SAT Test off site per student registration
5-Nov	10 th Gr Student/Parent Academic Planning Workshop, 6:00 p.m., Theater
Nov 6-Nov 7	CAHSEE 11 th /12 th Grade Retake
8-Nov	10 th Grade Academic Planning Workshop, Tutorial
12-Nov	Veterans Day – No School
Nov 14 & Nov 15	12 week benchmark exams
14-Nov	Site Council Meeting, Career Center
16-Nov	12 week Progress Reports – Eligibility
16-Nov	Battle for the Turkey
Nov 19-Nov 23	Fall Break/Thanksgiving – No School
26-Nov	Minimum Day/Staff Development
26-Nov	Mix it up Day
28-Nov	PLAN Test
29-Nov	Challenge Day Meeting
30-Nov	Career Fair, Activity Schedule
1-Dec	SAT Test off site per student registration
Dec 3-Dec17	Coats for Kids/Toys for Tots
5-Dec	NSL Talent Show Tryouts 9 th /10 th - Tutorial
6-Dec	NSL Talent Show Tryouts 11 th /12 th -Tutorial
7-Dec	Winter Food Fair
7-Dec	ASB Tree Decoration
8-Dec	ACT Test off site per student registration
8-Dec	LHS Winter Formal @ LHS
10-Dec	11 th Grade College Planning Workshop for Parents, 6:00 p.m., Theater
12-Dec	11 th Grade College Planning Workshop, Tutorial
13-Dec	Powder Puff Preliminaries @ Lunch
13-Dec	12 th Grade Financial Aid/Local Scholarship workshop, Tutorial
14-Dec	Powder Puff/Food Fair @ 6pm –Admission: \$2 donation to Marjaree Mason or Coats 4 Kids/Toys4Tots
Dec 19-Dec 20	1 st Semester Final Exams
21-Dec	1 st Semester Ends, Report Cards, Eligibility, Early Release
28-Dec	SAT Registration Deadline for 1/26 Test, sat.collegeboard.org
30-Dec	Key Club Rose Parade @ Pasadena
Dec 24-Jan 11	Winter Break, No School
11-Jan	ACT Registration Deadline for 2/9 Test, www.actstudent.org
14-Jan	Minimum Day/Staff Development
Jan16-Jan18	Battle of the Buttons Competition
16-Jan	Fall 2012 Academic Awards Assembly, 9 th /10 th Grade, Tutorial, Theater
17-Jan	Fall 2012 Academic Awards Assembly, 11/12 th Grade, Tutorial, Theater
21-Jan	Martin Luther King Jr. Day, No School
22-Jan	2013-2014 Registration Pres., 8 th -11 th Grade Parents, 6:00 p.m., Theater
22-Jan	2013-2014 Registration Presentation, 11 th Grade, English classes
23-Jan	2013-2014 Registration Presentation, 9 th Grade, Tutorial
24-Jan	2013-2014 Registration Presentation, 10 th Grade, Tutorial
26-Jan	SAT Test off site per student registration
28-Jan	Mix it up Day
28-Jan	2013-2014 Course Request Forms Due to English teacher, 8 th -11 th Grade
28-Jan	FAFSA Workshop, 12 th Grade Student/Parents, 6:30 p.m., Library (Tentative)
Feb 5-Feb 6	CAHSEE All 10 th Grade; 12 th Grade Retake
8-Feb	SAT Registration Deadline for 3/9 Test, sat.collegeboard.org
8-Feb	5 th Annual Movie Awards Rally
9-Feb	ACT Test off site per student registration
11-Feb	Presidents Day, No School
12-Feb	Community College Placement Test, subject to change
14-Feb	Sweetheart Lunchtime Activity
15-Feb	Food Fair
18-Feb	Presidents Day, No School
Feb 20 & Feb 21	6 week benchmark exams
22-Feb	6 week Progress Reports, Eligibility
25-Feb	Minimum Day/ Staff Development
25-Feb	Mix it up Day (TBA)
Feb 25-Feb 27	WASC Accreditation Visit
Mar 5-Mar 8	11 th Annual Dodgeball Tournament
4-Mar	Dodgeball Team Meeting/Rules
7-Mar	Spring Pictures- Gym, Tutorial
8-Mar	ACT Registration Deadline for 4/13 Test, www.actstudent.org
9-Mar	Sadie Hawkins Dance

9-Mar	SAT Test off site per student registration
Mar 12-Mar 13	CAHSEE 10 th Grade MakeUp; 12 th Grade Retake
13-Mar	Site Council Meeting, Career Center
18-Mar	Mix it up Day
Mar 18-Mar 22	Spirit Jam/Mr. LHS
18-Mar	STAR/EAP Essay – 11 th Grade
19-Mar	Blood Drive (Community welcome)
20-Mar	Open House, 6 p.m., Gymnasium
22-Mar	Hawk-a-Palooza: Special Schedule
Mar 25-April 1	Spring Break, No School
April	Community College Orientation & Class Registration – TBA
5-Apr	SAT Registration Deadline for 5/4 Test, sat.collegeboard.org
8-Apr	Senior Exit Presentations Due
Apr 10 & Apr 11	12 week benchmark exams
12-Apr	12 week Progress Reports, Eligibility
12-Apr	Movie Night: Theatre @ 6pm
13-Apr	ACT Test off site per student registration
15-Apr	Minimum Day/Staff Development
15-Apr	12 th Grade Parent Spring Activities/Graduation Meeting, 6 p.m., Theater
15-Apr	Mix it up Day
17-Apr	12 th Grade Spring Activities Meeting /STAR Rally 9-11 th grade, Tutorial
Apr 18-Apr 20	Spring Musical
19-Apr	Spring Sports/Activities Recognition Rally
Apr 29-May 2	Senior Exit Interviews
May (TBA)	Senior Rally, Activities schedule
April 29-May 3	STAR Testing
May (TBA)	Impact Teen Driver Event (new officers), Grizzlies Stadium
2-May	SAT Registration Deadline for 6/1 Test, sat.collegeboard.org
3-May	ACT Registration Deadline for 6/8 Test, www.actstudent.org
4-May	SAT Test off site per student registration
May 6-May 7	STAR Test Make Ups
8-May	AP Calc AB/BC Exam, 8 a.m.-1 p.m.
9-May	2012-2013 Officer Elections
9-May	AP Eng Literature Exam, 8 a.m.-1 p.m.
10-May	AP Eng Language Exam, 8 a.m.-12 p.m.
10-May	AP Art Studio Portfolios Due
11-May	Prom aboard San Francisco yacht
13-May	AP Biology Exam, 8 a.m.-1 p.m.
May 13-May 31	Physical Fitness Testing
14-May	AP Government Exam, 8 a.m.-1 p.m.
May 14-May 15	CAHSEE 11 th /12 th Grade Retake
15-May	Site Council Meeting, Career Center
15-May	AP US History Exam, 8 a.m.-1 p.m.
15-May	AP Euro History Exam, 12 p.m.-4 p.m.
16-May	12 th Grade Grad Nite/Finals meeting, Tutorial
20-May	Mix it up Day
20-May	Senior Academic Awards Night, 7 p.m., Theater
23-May	12 th Grade Graduation Speech/Singer Tryouts
23-May	Final Formal, special schedule
May 24 & May 28	12 th Grade 2 nd Semester Final Exams
27-May	Memorial Day – No School
28-May	Sports Awards Night @ 6pm
29-May	2 nd Semester Grades due for 12 th Grade
May (TBA)	Yearbook Distribution (TBA)
May 30-May 31	Grad Nite @ Disneyland (times TBA)
1-Jun	SAT Test off site per student registration
June 3-June 6	Graduation Practice, 12 th Grade, 8:30-11:30 a.m., Stadium
June 5-June 6	9 th -11 th Grade 2 nd Semester Final Exams, Early Release
6-Jun	Graduation Ceremony, Class of 2013
6-Jun	Class of 2013 Sober Grad
7-Jun	2 nd Semester Grades due for 9 th -11 th Grade, Eligibility
7-Jun	LAST DAY OF SCHOOL – Early Release
8-Jun	ACT Test off site per student registration

Liberty High School Staff

Golden Valley Unified School District Board of Trustees

President	Mark Toole
Clerk	Mike Kelly
Member	Mona Diaz
Member	Kathleen Crumpton
Member	Brian Freeman

Golden Valley Unified School District Administration

Superintendent	Andy Alvarado
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Liberty High School Administration

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SECTION 1: ATTENDANCE

Regulations and Procedures

Parents are required to clear absences. Under law, schools must continue to track all absences and report them to the state. Inasmuch as class participation is an integral part of students' learning experiences, parents and students shall be encouraged to schedule medical appointments during non-school hours.

Our procedure is a period-by-period attendance check. Each day, we know the period or periods that a student has missed the previous day.

When a student is absent, students and parents should adhere to the following procedure:

1. All absences must be cleared by telephone, email, or note. Only parents or legal guardians may clear absences (unless the student is 18).
2. Parents may call the Attendance Office between the hours of 7:30 a.m. and 4:00 p.m. and speak directly to the Registrar.
3. All absences should be cleared within 24 hours of their occurrence. An absence not cleared for five days will be considered an unexcused absence.

Excused Absences

State Law requires all students to attend school daily. According to the Education Code, a student may be excused from school for various personal reasons, including:

1. Legitimate illness
2. Medical appointment
3. Court appearance
4. Bereavement
5. Other justifiable personal reasons approved by the principal or school administrator

Unexcused Absences

An absence due to any reason not listed above will be marked as an unexcused absence.

Extended Absences

If a student will be absent five (5) days or more, a student shall request to be placed on an Independent Study Contract (ISC). In order to be eligible to be on an ISC, a request must be submitted five (5) days prior to the absences. Further details can be found in Section 2 under Student Support Services. If a student does not fulfill his or her obligations to the ISC, the absences will be considered unexcused.

Confidential Medical Appointments

School authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent, as required by California's education law.

Make-up Work

Students whose absences are cleared as either excused or unexcused can make up all work missed; the amount of time given will be equivalent to the number of days missed (i.e., a student absent two days would be allowed two days to turn in work). A student whose absence is not cleared, unauthorized, considered as a truancy, or not due to a suspension, may not be allowed to complete assignments, tests, or other class work missed as per teacher discretion. It is the responsibility of the student to make up work missed due to absences. Students are expected to complete, on time, any class work they were assigned prior to their absence.

If students have been absent for at least two (2) days, parents may phone in a request to pick up work missed. The work will be available after 2:00 p.m. on the day following the request. If a student is suspended for three (3) days or more, homework will be available to pick up by the parent after 2:00 p.m. on the second day of suspension.

Excessive Absences

Excessive absences will be dealt with in the following manner:

Excused Absences:

Step 1: Ten (10) excused class period absences will result in a notice mailed home. A conference with the counselor will be scheduled. The School Attendance Review Board process begins.

Step 2: Twelve (12) excused class period absences will result in a notice mailed home notifying parents that at 14 absences a doctor's note will be required for each additional absence. A conference with the Learning Director will be scheduled.

Step 3: Fourteen (14) excused class period absences will result in a notice mailed home notifying parents that a doctor's note will be required for each additional absence. If a note is not provided for a further absence, each additional absence will be considered unexcused.

Unexcused Absences:

Step 1: Three (3) unexcused class period absences, not due to extenuating circumstances, will result in a notice mailed home. A conference with the counselor will be scheduled. The School Attendance Review Board process begins.

Step 2: Six (6) unexcused class period absences, not due to extenuating circumstances, will result in a letter and parent contact notifying the parent that five (5) semester credits will be removed from the student in the class from which he/she is absent. **. A meeting will be scheduled and the student will be asked to sign an attendance contract agreement.

** A student may make up the period(s) missed by attending a Saturday School for each of those periods in excess of five (5) absences. Credits will be reinstated at the

end of the semester providing the student fulfills the Saturday School requirements and achieves a passing grade in the class that has been missed.

Seven (7) absences in the same class period = Attending two (2) Saturday School sessions

Eight (8) absences in the same class period = Attending three (3) Saturday School sessions

Step 3: Eight (8) unexcused period absences will result in a scheduled meeting with the district SARB committee.

If a student reaches nine (9) unexcused period absences, the student will not be allowed to earn credits back for the class, but will remain assigned to the class.

EXAMPLE: A student has six (6) absences in periods 1, 3, and 5, plus seven (7) absences in period 6. The student would need to serve five (5) Saturday Schools to reinstate credit for all four (4) periods.

A parent may appeal the decision of revoking credits by contacting the school counselor for an appeal form. All appeals must be submitted and resolved no later than the following grading period.

Truancy Policy

Any student who is absent from school without a valid excuse for three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as truant. A student found to be truant will be given a referral to the Learning Director's office. Students who are habitually truant are in violation of the Education Code and are subject to referral to the justice court system and/or the School Attendance Review Board (SARB).

Ed Code 48264.5 Truancies 1-3

School Attendance Review Board (SARB)

The Golden Valley Unified School District SARB is used in conjunction with the Liberty High School attendance policy. The board is made up of school officials, members of the community, Madera County Sheriff's Department, and representatives of various social service agencies. Any student who is a habitual truant or is irregular in attendance may be referred to the SARB.

Saturday School

Saturday School may be assigned for unauthorized, unreported absences or tardies, or for disciplinary reasons. The student has the responsibility of coordinating with his/her teachers all work that needs to be made up. The following rules for Saturday School apply:

1. Parents will receive a notice in the mail when a student is assigned Saturday School. The notice will include the date, time, location, and responsibilities.
2. Saturday School will be held from 8:00 a.m. to 12:00 p.m. on Saturdays. Students will meet in

the LHS Cafeteria for Saturday School room assignments unless otherwise notified. **NO ONE WILL BE ALLOWED TO ENTER SATURDAY SCHOOL AFTER 8:05 A.M.**

3. Students must bring materials to study or read. **IF A STUDENT DOES NOT BRING MATERIAL TO STUDY OR READ, THEY WILL BE REMOVED FROM SATURDAY SCHOOL AND CREDIT WILL NOT BE GIVEN FOR ATTENDANCE.**

4. All students assigned Saturday School are expected to complete their Saturday School assignment as given, unless they receive permission to reschedule the assignment from a school administrator PRIOR to the assigned date. Failure to attend assigned Saturday School will be dealt with as a form of defiance.

5. Students must adhere to all school policies while attending Saturday School. Students must follow LHS Dress Code Policies; students out of compliance will not be admitted and/or given credit.

6. If at any time during the class period a student becomes a disciplinary problem, the parent/guardian will be contacted and requested to come to school and pick up their student. If this occurs, no credit is given and an out-of-school suspension may follow.

Check-in/Check-out Policy

Appointments, Partial Day Absences

All students leaving school during the day must sign out with the Registrar. All students must be checked out or released by a parent/guardian/emergency contact before leaving campus. Verification of parent/guardian/emergency contact may be required before the student is allowed to leave. Students must obtain permission prior to leaving campus. Students leaving campus without signing out through the Registrar's office will be marked as truant and will be referred to the Learning Director for disciplinary action. Students must sign back in after returning to campus.

Attendance for 18-year-olds

Students who have been continuously enrolled in a comprehensive high school program since his or her 18th birthday are considered entitled to continue such enrollment. Adult students will be responsible for adhering to all policies and regulations of the District. Violation of the District's policies and regulations, including habitual absences with no legitimate reason, may result in discipline, up to and including expulsion.

90% Attendance for Seniors

To participate in LHS graduation ceremonies, students must attend school 90% of all periods. This means students cannot miss more than **18 days per year or 108 periods per year.** All absences, excused or unexcused, except for those for school activities, will be counted in this rule. With **prior administrative approval**, Saturday school may be used to make up a maximum of 12 periods (4 periods per Saturday school). Saturday school may not be used as credit for future absences.

Tardy Policy

Teachers will document each tardy a student accumulates. The Attendance Office will track tardies and assign appropriate discipline.

A tardy is defined as not being in the classroom when the tardy bell stops ringing. A tardy can only be excused due to illness, doctor's appointment, family funeral, or school activity. Any other reason is considered an unexcused tardy. If a student is reporting to school late, he/she must report to the Attendance Office. To be excused, the Registrar must receive a note or a phone call from a parent/guardian that meets the above criteria. The student must sign in, and the Registrar will issue a time-stamped tardy pass to the student. The teacher will remove the absence or tardy mark from the attendance report. Habitual tardies subjects the student to a referral, parent conference and Behavior Contract, and possible restriction of privileges, suspension, transfer, or expulsion.

Saturday School does not clear tardies. Progressive discipline will be assigned as follows:

Step 1: Three (3) unexcused tardies	One (1) day of after school campus beautification
Step 2: Five (5) unexcused tardies	Three (3) days of after school campus beautification
Step 3: Seven (7) unexcused tardies	Five (5) days of after school campus beautification and SARB Process Begins. Letter will be sent to parents and meeting will be scheduled with counselor.
Step 4: Nine (9) unexcused tardies	Five (5) days after school campus beautification and 4 hours of Saturday School. Second letter will be sent to parents and meeting will be scheduled with Learning Director.

Each additional tardy will result in a 1-5 school suspension, a Behavior Contract, and be recommended for possible referral to alternative education.

SECTION 2: ACADEMICS

Graduation Requirements for Liberty High School

English – 40 Credits (9, 10, 11, 12)

Fine Arts – 10 Credits

Foreign Language – 10 Credits

Mathematics – 30 Credits: Algebra and Geometry required

Physical Education – 20 Credits

Science – 20 Credits: Biological Science 1 year;
Physical/Earth Science 1 year

Social Science – 40 Credits

Electives – 60 Credits

Total Credits – 230 Credits

Recommended for Board Approval:

1. 230 credits required to graduate
2. 170 credits in required subjects and 60 credits in Elective/Additional courses
3. 3 Year Math Requirement
4. A 2.0 minimum grade point average**

Promotion-Retention

In order to move from one grade level to the next, credit requirements must be met:

Grade 10:	50 Credits Required
Grade 11:	100 Credits Required
Grade 12:	150 Credits Required

A student who does not accumulate the required number of credits toward high school graduation may be placed on academic probation. A student who does not achieve the necessary number of credits by the end of the probationary semester shall not be allowed to participate in extracurricular activities. Students not making satisfactory progress toward graduation may be assigned to an Educational Options site.

In order to graduate from high school in four years, a student must meet the above requirements*.

Suggested Course Sequence For Basic Graduation Requirements

Subject & District Unit Requirement	Grade 9	Grade 10	Grade 11	Grade 12
English (40 credits)	English 9	English 10	English 11 AP Language	English 12 AP Literature
Mathematics (30 credits)	Math appropriate to achievement of student	Math: appropriate to interest and achievement of student (Algebra 1A/1B, Algebra 1, Geometry, Contemporary Math, Algebra 2, Pre-Calculus, AP Calculus, Computer Applications, Advanced Web Page Design, Computer Concepts)		
Social Science (40 credits)	Geography/Health/ Driver's Training	World History	U.S. History A.P. U.S. History	Civics/Economics AP Government
Science (20 credits)	Earth Science	Biology	Chemistry	Physics
Physical Education (20 credits)	PE Marching Band	PE Marching Band	Marching Band	Marching Band
Foreign Language (10 credits)	Spanish			
Fine Arts (10 credits)				
	Advanced Choir, Art 1, Concert Band, Drama, Digital Photography			

Electives – Enough in at least one area to prepare student for job entry level. (60 credits)	ASB/Leadership, Yearbook/Journalism, Math Companion, ROP Careers in Education, ROP Commercial Art, ROP Culinary Arts, ROP Sports Medicine, Powerlifting, Computer Concepts, Web Page Design, Advanced Web Page Design, Foods/International Foods, Work Experience, Art 2, Advanced Art Studio, Humanities, Student Assistant, Study Skills, AVID, Spanish 2, Spanish 3, Spanish 4
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*The SENIOR EXIT INTERVIEW is a separate graduation requirement in addition to the subject area and credit requirements.

**Board approved minimum GPA policy for graduation is as follows:

Maintain a 2.0 GPA for the Freshman, Sophomore, Junior, and Senior years for all classes taken

OR

If the student experiences difficulty early in his/her high school years:

Maintain a 2.14 GPA for the Sophomore, Junior, and Senior years for all classes taken

OR

Maintain a 2.29 GPA for the Junior and Senior years for all classes taken

Grade point averages are figured as follows (with the exception of Advanced Placement courses):

Students earn points for each grade received (4 for "A," 3 for "B," 2 for "C," 1 for "D," 0 for "F"), multiplied by the number of credits earned in that class, adding all classes on the transcript together for a grand total. This number is then divided by the total number of credits attempted in high school.

Graduation Ceremony

Students must meet all of the requirements for graduation (e.g., 90% attendance, proficiencies, credits, mandated courses, financial and other obligations) and be in good standing by the deadline for senior grades to be eligible to participate in the Graduation Ceremony. Students who must complete graduation requirements in the summer following their senior year will receive a diploma at the end of summer school, but will not be eligible for the June ceremony. Foreign exchange students are subject to district policies and procedures. Students who do not pass the California High School Exit Exam may only participate in the ceremony if they are enrolled in the assigned intervention class during the school day and take the CAHSEE every time it is offered as per board policy.

California High School Exit Exam

Pursuant to the Education Code, tenth graders may only take the California High School Exit Exam (CAHSEE) once while in tenth grade, only during one of the census administrations designated by the State Superintendent of Public Instruction.

Students in grades 11 who have not yet passed one or both sections of the CAHSEE can have up to two opportunities per year to take the section(s) of the examination not yet passed; students in grade 12 can have up to three opportunities. Students in grades 11 and 12 who miss an administration will have to wait until the next regular administration offered by the school district. Students may have one opportunity to pass the examination after completion of all other graduation requirements.

The exam is divided into two parts: (1) English Language Arts and (2) Mathematics. All questions on the test will be based on the California State Board-Adopted Standards. **Students must pass both parts of the CAHSEE to receive their high school diploma.** Students also must meet the district's requirements for graduation. Students will receive results of the exam within eight weeks after testing is completed and receive additional instruction, if needed, to help ensure success. The CAHSEE will be given at the school site during regular school hours on the designated dates.

Students who do not pass the CAHSEE will be issued a Certificate of Completion for their work at Liberty High School.

Grades

Grading System

Teachers generally follow the system listed below. If there is a difference in grading system it will be reflected on the course syllabus.

A = 90-100	4.0 grade points	D = 60-69	1.0 grade points
B = 80- 89	3.0 grade points	F = 0-59	0 grade points
C = 70- 79	2.0 grade points		

An "I" (Incomplete) is given when work is not completed because of illness or other excused absence. Incompletes must be made up within two weeks of the end of the course. An incomplete shows up as a temporary grade of an "I" on the report card and is changed to a grade upon completion of the work, or changed to an "F" for failure to complete adequate work for a higher grade. Incompletes will not be issued as a progress report grade.

If a student receives a failing grade because of unexcused absences or excessive excused absences without medical certification, the student's record shall specify that the grade was assigned because of excessive unexcused or excused absences.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. If the parent/guardian is not notified, a teacher may not give a failing grade for a course.

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control (as deemed appropriate by the teacher/administrator), does not wear standardized physical education apparel.

Student performance in high school physical education courses shall be based upon evaluation of the student's individualized progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.

Students must pass 5 of 6 areas of physical fitness defined in the Physical Fitness Test. Students must continue to take P.E. until this Physical Fitness Test has been passed.

Grade Reporting

The six and twelve-week progress report grades are not entered on the student's transcript; however, these grades are an indication of the grade the student has earned up to the point that progress reports are issued. Extracurricular eligibility is determined by the six and twelve week progress reports as well as the semester final grades. The report of grades will be mailed home. Semester grades are final grades. These are the grades that appear on student transcripts and are used for graduation requirements and college entrance requirements. Parents are alerted to the fact that every six weeks a formal report card is issued.

Below are the dates that mark the end of each grading period:

Fall Semester 2012

October 3rd and 4th, 2012	6 Week Progress Report
November 14 th and 15th, 2012	12 Week Progress Report
December 19 th and 20th, 2012	Fall Semester Finals

Spring Semester 2013

February 20 th and 21st, 2013	6 Week Progress Report
April 10 th and 11 th , 2013	12 Week Progress Report
June 5 th and 6 th , 2013	Spring Semester Finals

Final Exam Policy

It is the policy of Liberty High School not to allow early final exams.

Honors Grading Policy

Although Liberty High School offers Honors (H) classes, the University of California and California State University systems do not grant additional quality grade points for Honors level classes when computing a grade point average for admissions review. Liberty High School does not "weight" a grade point average for Honors classes.

Advanced Placement Grading Policy

A quality point shall be given in all classes designated as Advanced Placement (AP) at Liberty High School, provided that the student takes the end-of-course AP Examination. The point shall be used for computation of the weighted cumulative grade point average for all school related and external reporting of grades unless specified otherwise by colleges or programs. No quality point will be given for a grade of "D" or below. The quality point is used as follows: 5 points for an "A," 4 points for a "B," and 3 points for a "C."

Maximum Credit Guidelines

A regular schedule is composed of six classes, or 30 credits. A student may earn up to 40 credits per semester by taking extra courses at Liberty High School through Concurrent Studies, with prior counselor approval. Approval must be obtained prior to attempting any additional units. Students

may not independently contract for further earning of units without Liberty High School administrative approval.

Grade Change Policy

A teacher may change a student's grade if it is appropriate and justified. The Academic Petition should be used to document this process. A student's grade may not be changed after five (5) weeks from the conclusion of the prior 6-week grading period unless administrative approval is granted in advance for extenuating circumstances.

Teachers may establish an academic petition for students to make up work in order to change a grade issued for the previous grading period. The written plan must include reasonable and appropriate make up work from the prior grading period such as homework, tests, papers, or projects. The grade change should not be based on the student's current grade in the class.

If a student repeats a course for a better grade (typically done during Summer School if the course is offered) the better grade will be noted on the transcript. However, all courses attempted will be included in calculating the weighted cumulative GPA.

Withdrawal/Failure (WF) and Class Transfer Policy

A student, with parent/guardian and Counselor permission, may initiate the changing of a class during the first two (2) weeks of the first semester and during the first (1) week of the second semester. Requests for course changes after the due dates will only be considered if there are extenuating circumstances involved and administrator approval is granted.

1. Due dates for requests for a program change form will appear in the school bulletin. Program change approval must be obtained with signatures from a parent/guardian and Counselor.
2. Textbooks and equipment for classes a student withdraws from must be returned prior to enrolling into the new class.
3. The teacher of the class that is being dropped may assign a transfer grade. The receiving teacher has the following options: a) Implement the transfer grade and start the student with that grade; b) Require the student to make up missed work up to that point; or c) A combination of a and b.

The following process will be used for handling program changes at the beginning of the school year.

1. The first five days will be devoted to:
 - a. Clerical/Data processing errors
 - b. Inappropriate ability level placement
 - c. Adjusting courses for entering college, work experience, or meeting graduation requirements
 - d. Registering students who are new to the district.
2. The Next five days will be devoted to:
 - a. Registering students who are new to the district.
 - b. Considering student/parent requests for elective changes.

No program changes will be made to accommodate teacher preference or period preference without prior administrative approval.

Grading Policy for Transfer Students

When a transfer student arrives with transfer grades, semester grades will be computed using standard policy.

If the student has no transfer grades, the issue then becomes the date of arrival in the semester. If the student is enrolled in a class less than six weeks, the semester grade of "No Mark" shall be given. If the student is enrolled in a class six weeks or more, then a semester grade shall be given.

Academic Standards for Extracurricular Participation

The Governing Board has established the following standards for eligibility to participate in extra-curricular activities. Each school site is directed to develop a plan to provide monitoring and assistance to individual students in order to satisfy these standards.

The adoption of this policy concurrently satisfies the requirements of the California Education Code (Section 35160.5) and the California Interscholastic Federation (Bylaw 205).

Extra-Curricular Participation and Absences

Students shall not participate in an activity during or after school, including athletic competitions, if, on the day of the activity, they: 1) have a medical excuse that prevents participation; 2) are absent any portion of the school day other than for official school business or a valid reason (as decided by administration). Students/parents should notify the school of extenuating circumstances and obtain prior approval for the absence before removing the student from school.

Extra-Curricular Sports and Activities Eligibility

The Golden Valley Unified School District requires all participants in extra-curricular activities to maintain a 2.0 or better G.P.A. in the previous 6-week grading period. All participants must be making satisfactory progress towards graduation. If a participant falls below these requirements, he/she may retain eligibility by completing an Eligibility Appeal form.

As per CIF Guidelines, athletes must be enrolled in at least 20 units (4 classes), they must be passing at least 20 units at the most recent grading period, and they must have a minimum G.P.A. of 2.0 on a 4.0 scale during the previous grading period.

As set by our Board of Trustees, our probationary period is a grading period (6 Weeks).

The Athletic Director checks grades each grading period to determine athletic eligibility. There are six grading periods in one academic year (1st Progress Report – 6 Wks, 2nd Progress Report – 12 Weeks, 1st Semester Grades, 1st Progress Report – 6 Wks, 2nd Progress Report – 12 Wks, 2nd Semester Grades).

1. Students who are above 2.0 and passing at least 20 units are eligible for participation.
2. Students who are below 2.0 for the first time and are passing at least 20 units are on probation. Students on probation are eligible for participation. Students who are below 2.0 for consecutive grading periods are ineligible regardless of how many units they are passing.

3. Students who are below 2.0 and are not passing 20 units are ineligible. Ineligible students are not eligible for participation, be it practice or game.
4. Students who are ineligible may elect to be on an Ineligibility Contract. In order to be on the contract the following conditions must be met:
 1. The athlete must have the coach's approval in advance.
 2. The athlete, at least one parent, and the Athletic Director must have a conference to go over the rules of the contract. The coach, if possible, is also recommended to attend the conference.
 3. The athlete must meet all other conditions (physical, insurance, clearance procedure, etc.) in order to be on an Ineligibility Contract. An Ineligibility contract only allows a student to practice with the team. They are not allowed to participate in contests. The contract is only good until the next grading period's grades are posted.
 4. When the new grades are posted:
 1. If the athlete's grades are above 2.0, he/she is immediately eligible for participation in contests.
 2. If the athlete's grades are below 2.0, he/she is ineligible and no longer allowed to practice with the team.
 3. If a listed rule on the contract is broken before the new grades are posted, he/she is no longer allowed to practice with the team.
 5. Students who are below a 2.0 GPA for three (3) consecutive grading periods (one semester) will be banned from participating in athletics until they pass three (3) consecutive grading periods with a 2.0 GPA or above.

Additional Eligibility Information

1. Summer school grades may be combined with spring semester grades in computing the grade point average to determine eligibility for the first six weeks of the next school year.
2. Students will be declared eligible, ineligible, or on probation by the second Monday following the close of the previous grading period. This date is set to allow for accuracy in the issuance of grades and the determination of grade point averages.
3. Grades earned in the final semester of the eighth grade must be used to determine probation/eligibility for the first six weeks of the ninth grade.
4. A transfer student is subject to all of the conditions of the grade point average. If a transfer student is below the standard for accumulated units toward high school graduation, a school can implement a probationary period if the following conditions are met:
 1. A written plan of coursework for the student to catch up on credits within twelve months (or the graduation ceremony for a senior) is developed.
 2. The plan is to be submitted to the Principal and Superintendent/designee for approval.

NCAA Eligibility

Students planning to enroll in college after high school and want to participate in Division I or Division II athletics must be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse ensures consistent interpretation of NCAA initial eligibility requirements for all prospective student athletes at all member institutions. Students should start this process in the spring of the junior year of high school. See Counselor for more information.

Academic Awards

Valedictorian and Salutatorian

All students who possess a 4.0 GPA or above will be valedictorians, although students will be ranked within this category. This GPA will be based on all subjects for the first seven semesters, including quality points for Advanced Placement classes as specified under the UC requirements. Any repeat of an AP course will NOT be used in the calculation of GPA. If no student possesses a 4.0 GPA then the valedictorian will be the student with the highest GPA in the senior class. The eighth semester will not be taken into account for qualification. Transfer grades from other schools will be calculated according to Liberty High School's policies. All students who achieve a 4.0 or better cumulative GPA by the end of the first semester of their senior year will be given valedictorian status.

The salutatorian will be the person with the highest GPA below 4.0 at the end of the first semester of his/her senior year, and will receive recognition as such. This GPA will be based upon all subjects for the first seven semesters, including quality points earned in Advanced Placement classes as specified under the UC requirements. Transfer grades from other schools will be calculated according to Liberty High School's policies.

In the event that several students become valedictorian, a maximum of three will be allowed to speak at graduation exercises. The valedictorians will present their graduation addresses before a committee of faculty and administrators and three will be chosen based on the quality of the addresses and the presentation.

Courses taken extraneous to the Liberty High School program, which are not used for meeting graduation requirements, will not be considered in the computation at a student's request.

All candidates must meet all graduation requirements for Liberty High School.

Foreign Exchange students are not permitted to qualify.

Top Ten Percent

The top ten percent of seniors from each senior class will be selected according to the following criteria:

The "top ten percent" will be those students whose grade point averages place them in the top ten percent ranking in their class, based upon all subjects for the first seven semesters, including quality points earned in Advanced Placement classes as specified under the UC requirements. The eighth semester will not be taken into account. Transfer grades from other schools will be calculated according to Liberty High School's policies. Foreign exchange students will not be computed into the top ten percent.

Courses taken extraneous to the Liberty High School program, which are not used for meeting graduation requirements and/or graduation, shall not be considered in the computation.

Additional Senior Year Recognition

1. CSF Life Members. (See California Scholarship Federation below)

2. Principal's Medallion. The principal will recognize with a medallion and provide preferential seating for all the students who earned an overall unweighted grade point average between 3.85 and 4.0. All classes taken in high school beginning with the ninth grade will be included.

3. AVID students as determined by the AVID advisor.

Academic Recognition (All Students)

The following criteria will be used for determining honor roll status at each semester grading period:

1. Principal's Honor Roll G.P.A. of 3.80 and higher
2. Honor Roll G.P.A. of 3.17 – 3.79

California Scholarship Federation (Life Members)

The California Scholarship Federation (CSF) is a state honor society, which requires its members to take college preparatory classes, and at the same time, maintain an extremely high grade point average. Members benefit by opportunities to visit major colleges and universities throughout the school year and to serve their community by helping service organizations. Life members need to qualify for membership during 4 of their last 6 semesters in high school. 100% members need to qualify for membership during 6 of their last 6 semesters in high school.

Class Rank

The Governing Board authorizes a system of class ranking by grade point average. Class rank shall be computed by a student's grades in all subjects. Weighted class rank will also be calculated and shown on students' transcripts. A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Governing Board's policy on release of student records.

Academic Deficiencies

Academic Probation

Students who fail two or more classes in a semester are placed on academic probation for the following semester, during which time they are expected to improve their grades. Students who continue a pattern of failure and fail two or more classes in subsequent semesters are not making satisfactory progress toward graduation. Such students may be recommended for transfer to an Educational Options program. Students exhibiting declining grades may be subject to Academic Probation restrictions from extracurricular activities and other school privileges.

Incomplete Grading Policy (Semester)

A student who receives an incomplete grade (I) at the semester has two (2) weeks of the next semester in which to make up the incomplete grade. Failure to do so will result in changing the incomplete grade to an "F" on the student's transcript. Credits toward graduation are determined by the semester grades; therefore incomplete grades at the semester are discouraged except in cases of illness or personal emergency. Semester incomplete grades require administrative approval and must be accompanied by the use of the Academic Petition.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript and both grades shall be used in determining the student's overall grade point average. Credit will be granted for repeated courses unless otherwise noted in the Course Description Book.

Non-Graduation Status

After each six (6) week grade reporting period, the parents/guardians of any senior student with a failing grade in a required course will be notified of possible non-graduation status.

Senior Reclassification Policy

A student is only considered for reclassification if at the end of his/her third year of high school, he/she has not accumulated at 170 credits toward graduation. Every third-year student is evaluated based upon the number of credits earned towards graduation and is categorized as follows:

If a student has accumulated 170 or more credits, he/she will have Senior class status, which means he/she will qualify for graduation if he/she passes all six classes both semesters.

If a student has accumulated 150-169 credits, he/she will be on "probationary" Senior class status. Student will have to take extra classes during the fall and spring semesters if he/she plans to graduate in June. A conference with their Counselor is necessary to plan the senior year schedule.

If a student has accumulated 149 or fewer credits, the student will not have Senior class status. This means he/she will not be able to participate in any Senior class activities or take certain senior-level classes, i.e. Civics/Economics. A student who has not been given Senior class status must attend a conference with their Counselor so that a plan can be developed to assist him/her in achieving a high school diploma.

Notification of Failure

1. If a student receives an A, B, or C grade on the six-week progress report and later becomes in danger of failing a class after the grade notification, a deficiency notice will be sent home. The twelve-week progress reports will serve as the deficiency notice.
2. Any senior who is in danger of failing any class at the semester, regardless of the grade at either of the progress grading periods, will have a deficiency notice sent home.
3. Parents are urged to contact their son/daughter's teacher(s) if a drop in grades or performance is noticed.

SECTION 3: STUDENT SUPPORT SERVICES

Counseling Services

Counseling services are available to all students at Liberty High School. Students are encouraged to seek individual assistance through counseling when they feel it is necessary. The counseling staff is willing and ready to help students in any way possible and hope that students will feel free to use the services provided. If the counselor is not immediately available, ask the counseling secretary, located in the office, for an appointment. Students should seek counseling advice concerning the following areas:

1. Graduation Information
2. Selection of High School Courses
3. Test Administration and Interpretation
4. Scholarship and Grant Information
5. Registration Policies
6. Grades and Grade Point Average
7. Vocational and Career Guidance
8. Personal Counseling
9. Transcripts (interpretation)
10. Attendance

Conferences are held with students regarding policies and procedures in relation to the academic program at Liberty High School. Your familiarity with these areas will help make your years at Liberty High more profitable.

All of the administrative staff maintains an "open door policy" for those students in need of personal counseling on an emergency basis. Students should make an appointment to seek academic counseling and guidance any time there is a need. The general objective of the Counseling Department is to provide services to enable students to make independent and intelligent life decisions.

Yearly Counseling Goals

Ninth Grade

1. The establishment of a four-year educational/career plan.
2. An academic counseling session is conducted.
3. PSAT will be available.
4. Career exploration occurs and aptitude test is taken.

Tenth Grade

1. The student will update the personalized four-year educational/career plan with the assistance of the Counselor. A conference with each student and their parent or guardian will be held by appointment.
2. All tenth grade students will be encouraged to take the PSAT.
3. Guided research on possible careers explored during freshman year.

Eleventh Grade

1. Students will be informed of their progress toward graduation.

2. Students will explore education necessary to meet career goals.
3. Students will be given the following:
 1. PSAT/NMSQT, ACT, SAT I, SAT II, and ASVAB testing information.
 2. The opportunity to meet with college representatives.
 3. NCAA eligibility conference (if requested).
 4. CAHSEE status reported to student and parents.

Twelfth Grade

1. A senior conference that includes a graduation requirement update.
2. Parents will receive notification when a student is deficient in a class required for graduation.
3. Seniors will be given:
 1. Information and registration forms for ACT, SAT I, and SAT II.
 2. Scholarship and financial aid information.
 3. Assistance in filling out applications for scholarships and college admission.
 4. Financial aid workshop for parents and students.

Services for All Students at All Grade Levels

1. Registration, scheduling, and program adjustments.

Grants and Scholarship Information

Grants and scholarship information is made available to seniors through their counselor. Scholarship applications are available from the Counseling office. Students are notified of deadline dates, qualifications, and where and how to apply. This information is announced in the Daily Bulletin and posted in the Career Center and Counseling office.

Transcripts

All official transcripts must be requested from the school registrar 24 hours in advance by signing a Transcript Request Form. Unofficial transcripts can be received from the registrar or the counselors as time permits.

School Psychological Counseling Services

A school psychologist is available to provide direct services to students, families, and staff regarding situations involving drugs, alcohol, emotional/social issues, and academic difficulties. Services include short-term student counseling, psycho-educational assessment, parent training, suicide intervention, crisis intervention, group facilitation, and program modifications serving to link students and families with outside agencies. Students are referred to the school psychologist by parents, teachers, counselors, or administrators. Students may refer themselves by contacting the office or by directly contacting the school psychologist.

Student Support Services

Liberty High School Student Support Services personnel consist of a Health Clerk, School Psychologist, Counselor, Nurse, and various teachers. The goal of student support services is to identify common concerns of students and staff and to implement services to alleviate and address those concerns. This includes individual counseling as well as support groups which deal with such problems as school attendance, self-esteem, drug/alcohol abuse, anger management, pregnancy,

depression, and family issues. Students can be referred to these services through their counselor, teachers, administrators, and parents.

Additional educational Programs

College Classes

Juniors and Seniors are allowed to enroll in Community College, CSU, and/or UC college classes with prior administrative approval. Students must have a minimum 2.5 GPA to attend a Community College and a minimum 3.0 to attend CSU or UC schools. Students must meet with the Counselor for course approval.

With prior approval of the school principal, a student may earn credit for both a high school class and a college class by enrolling in the MCCAP program, a partnership with LHS and the Madera Center. The high school principal and the Superintendent of Education must approve exceptions to the regulation.

Gifted and Talented Education (GATE)

GATE has been established to meet the needs of those students, certified according to requirements established by the State of California and the local school districts, by developing programs for the gifted student. The main emphasis of the GATE Program at Liberty High School is to meet the needs of the gifted through the established curriculum. This includes honor courses, Advanced Placement courses, and numerous other advanced elective courses in music, art, and drama. Liberty High School will offer these courses in most disciplines including science, mathematics, literature, history, government and foreign languages. There is a sequence of courses beginning in grade 9 and progressing through grade 12 that are recommended offerings for the GATE students. In addition, GATE students are encouraged to participate in a number of extra-curricular activities such as Academic Decathlon.

Advanced Placement (AP) Program

Liberty High School will offer AP courses whose subject content is recommended by the College Board. These advanced classes involve students in college level course content and learning experiences. These courses are challenging and stimulating. When compared to other high school courses, AP classes often take more time, require more work, and give greater opportunity for individual growth and accomplishment. Each AP course requires a specific prerequisite course of study or teacher permission. These prerequisites need to be included in the development of any four-year plan culminating in the AP experience.

In May of each year, examinations are taken to determine if advanced standing in college is warranted. Most major colleges and universities for college credit recognize scores of 3, 4, or 5. Three to four units of college credit may be earned per semester for each test successfully passed. The amount of credit varies from institution to institution. Students who are enrolled in Advanced Placement classes during the spring semester must take the AP test and are required to pay the testing fee during the fall semester in order to be awarded grade point augmentation. Students will take the exam in May.

The AP Program is one of the finest preparatory experiences a high school can offer for college and university bound students. Most AP students acquire good study skills and do extremely well

throughout their college careers. Some of our nation's finest universities prefer to admit AP students to students lacking AP experience.

Establishment of AP courses at Liberty High School will be based on student enrollment. Possible offerings for any school year are: AP Language and Composition, AP Literature and Composition, AP Calculus AB and/or BC, AP European History, AP US History, AP Government, AP Biology and AP Art Studio.

Because Advanced Placement classes culminate in a national exam at the end of the course, all students in these classes are naturally expected and required to take such exams to receive grade point augmentation.

Special Education

The District actively seeks out and evaluates students within the District boundaries who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. The District provides special education and related services to students with disabilities who are determined eligible pursuant to the provisions of the Individuals with Disabilities Education Act ("IDEA").

For more information regarding special education services for students with disabilities, contact the District's special education office or a high school administrator.

Section 504 of the Rehabilitation Act

The District provides a free and appropriate public education designed to meet the educational needs as adequately as the needs of non-disabled students are met.

The District provides accommodations to all students in the general education population who have a physical or mental impairment that substantially limits a major life activity (like learning). When a Section 504 referral is made, a team of persons who are knowledgeable about the student is convened to determine eligibility and to develop a Section 504 plan.

For more information regarding Section 504 services, contact a high school administrator.

SECTION 4: DISCIPLINE

Campus Conduct

The laws of the State of California, the policy of Golden Valley Unified School District, and the rules and regulations of the school site are the framework for the standards of conduct at Liberty High School.

Students are under the jurisdiction of the school for disciplinary purposes (1) while on the school grounds and parking lot; (2) while going directly to school or going directly home from school; (3) during the lunch period, whether on or off campus; and (4) during, or while going to or coming from, a school-sponsored activity. Students who violate district discipline policy at these times are subject to the stated disciplinary alternatives including but not limited to suspension and expulsion (Ed Code 48900). Such jurisdiction does not make the district board, certificated personnel, or classified personnel liable for student's actions.

The following general rules and all other school regulations apply at any of these times or places:

1. Possession of anything that is disruptive to the educational environment of the school. Such items include, but are not limited to electronic listening devices (i.e., radios, iPods, etc.) game boys, matches, felt tip pens (i.e., Sharpies), laser pointers (unless used for a valid instructional or other school related purpose with prior authorization), firecrackers, knives, spiked rings, other weapons or dangerous objects, smoke or stink bombs, tobacco, alcohol, drugs of any kind or any substance designed to look like a banned substance, drug paraphernalia, water balloons, squirt guns, and paintball guns.
2. If a student has a cell phone or other signaling device out or on during the school day, the phone or device will be confiscated and only returned to a parent. If a phone rings, buzzes, vibrates or beeps, or otherwise disrupts the learning environment, it shall be confiscated by the teacher. Confiscated phones will not be returned to students. Phones that are confiscated by teachers in the classroom will not be available for pick up until after 3:30 PM. While the District realizes that parents are concerned about their student's safety, cell phones that disrupt the educational process will not be tolerated and will be confiscated. Cell phone calls and or text messaging is prohibited during the school day.
3. Students must show respect for other persons and property. Violations of this requirement include, but are not limited to, behaviors that endanger staff or students, shoving, fighting, threatening, in-subordination, profanity, hazing or another initiation activity, gambling, vandalism, damage to or theft of property belonging to the District, staff or students, throwing food, littering, throwing water or ice, harassment, bullying, intimidation, gang signs or calls, or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
4. Students must have passes when outside the classroom at any time other than passing periods, brunch and lunch, or when leaving campus prior to the end of the school day. **LEAVING CAMPUS DURING THE SCHOOL DAY REQUIRES OFFICE CLEARANCE.** Failure to check out with the front office will result in a referral for an improper check out/check in.
5. **STUDENTS MUST OBEY ALL ADMINISTRATORS, TEACHERS, AND STAFF AT ALL TIMES. IF STUDENTS FEEL THEY HAVE BEEN TREATED UNFAIRLY, THEY**

SHOULD FIRST OBEY THE SCHOOL EMPLOYEE, THEN DISCUSS THE INCIDENT WITH A SCHOOL ADMINISTRATOR.

6. The District will not allow any skateboarding, bike riding, roller skating, roller blading, or other such activity on any school grounds.
7. Students will not be allowed to contain any type of writing on their personal belongings, such as backpacks or bags, this includes writing with markers on their hands, arms and body.
8. The office phone is available by permission only.

Progressive Discipline Process

Liberty High School follows a progressive discipline process. As students continue violating school rules, consequences for student actions become more severe. The plan is as follows:

Level 1

The following are considered Level 1 violations: unprepared for class (books, pens, paper, etc), eating and drinking in class, inattentive in class (sleeping, daydreaming, etc), disruptive behavior, excessive tardies (as determined by teacher), Dress Code violation, excessive display of affection, and littering.

Possible consequences for Level 1 violations are: teacher phone call to parent/guardian, teacher conference with student, written referral, parent teacher conference (citizenship mark), teacher assigned detentions, reflection in student's course grade, administrator assignment to campus beautification (referral required).

Level II

The following are considered Level II violations: insubordination/disobedience to authority; disrespect to any adult on campus; harassment/abuse of other students; disrespect of other students (spreading rumors, lying that results in verbal altercation, etc.); cutting class(es); disruption of classes in session; defacing school property; cheating on class assignments/tests (including plagiarism); using profanity, vulgarity, or obscenity; failure to identify oneself when asked by a staff member, use of another student's ID card, loaning an ID card, or having no ID card; forgery, altering documents, misuse of official documentation, or misrepresentation or impersonation of parent/guardian to clear absence or in other school business; leaving campus anytime during the school day other than lunch (seniors) without an Off Campus Pass; bus citation; gambling; use of electronic devices during class sessions (cell phones, iPods, gaming devices, etc.), riding bikes, skates, roller blades, skate boards, etc. on campus; use of/saving of inappropriate websites as determined by administrator.

Possible consequences for Level II violations are: direct referral to an administrator AND one of the following actions by Teacher: teacher conference with student; teacher contact parent/conference; teacher assigned detentions; teacher assigned F grade on assignment.

The administrator may then take the following actions: assignment to campus beautification during lunch or after school; assignment to Saturday School; exclusion from participation in extra-curricular activities (dances, sports, etc.); suspension from school for 1-5 days; confiscation of item; removal from class with an F Grade.

Repeated violations of Level I and Level II behaviors will be subject to suspensions and/or Behavior Contracts.

Level III

The following are considered Level III violations: **Education Code Section 48900 authorizes suspension* if a student has:** caused, attempted to cause, or threatened to cause physical injury to another person; willful used force or violence against another person; possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object without written permission of Principal; unlawfully possessed, used, sold, or furnished, or been under the influence of any controlled substance, an alcoholic beverage, or intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant, or furnished any substance represented as controlled substance, alcoholic beverage, or intoxicant; committed robbery or extortion; caused or attempted to cause damage to school or private property; stolen or attempted to steal school or private property; possessed or used tobacco and/or a lighter; committed an obscene act or engaged in habitual profanity or vulgarity; unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia; disrupted school activities or willfully defied valid authority of supervisors, teachers, administrators, school officials, or other school personnel; knowingly received stolen property; possessed of an imitation firearm; committed sexual harassment; committed any incident or act of hate violence; engaged in harassment/threats/intimidation against student(s) by creating an intimidating or hostile environment; made terrorist threats against school officials or school property; committed or attempted to commit a sexual assault or sexual battery; harassed, threatened or intimidated a student who is a potential or complaining witness in a school disciplinary proceeding; possessed or used stink bombs; pulled a fire alarm; disrupted entire school activities.

***A police report will be filed, as required by law, where appropriate.**

Possible consequences for Level III violations are: 1-5 day school suspension; student placed on a behavior contract; transfer to Educational Options site; expulsion from the district. Each discipline case will be dealt with on a case by case basis. The site administrator will determine appropriate discipline action. In some circumstances, Ed Code will supersede Level III consequences.

Suspensions and Expulsions (Ed. Code 48900)

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (unless prescribed).
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possession of an imitation firearm. An imitation firearm is "a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm."
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual batter as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

Ed. Code 48900.2 Sexual Harassment

Ed. Code 48900.3 Hate Violence

Ed. Code 48900.4 Harassment, Threats, or Intimidation Against a Pupil

Ed. Code 48915

- (a) The principal or the superintendent of schools shall recommend a pupil expulsion for any of the following acts, unless the principal or superintendent finds, and so reports in writing to the governing board, that expulsion is inappropriate, due to the particular circumstance, which shall be set out in the report of the incident:
 - (1) Causing serious physical injury to another person, except in self-defense.
 - (2) Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
 - (3) Selling or otherwise furnishing a firearm.
 - (4) Unlawful sale of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (5) Robbery or extortion.
- (b) The principal, superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committed or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

Recommendation for expulsion is required by Education Code for possession of any firearm, knife, and/or explosive.

Suspended students and students pending expulsion may not be on campus or attend any school activities, unless prior arrangements have been made with the principal or assistant principal.

Suspensions and Extra/Co-Curricular Activities and Sports

Any student who commits an expellable offense is immediately removed from a sports team/activity and is ineligible to participate or attend any extra/co-curricular events for one calendar year from the date of suspension pending expulsion.

The GVUSD Code of Ethics applies to all students who represent Golden Valley Unified School District in any extra/co-curricular program. The student will be asked to make this commitment prior to the start of the season /activity, and abide by its conditions during the school calendar year from the signing date during the Season of Sport/Season of Activity.

Students in violation of the Code of Ethics will be referred to a hearing panel within five school days, (unless extended by mutual consent). The hearing panel will inform the student of its decision after the panel's recommendation for non-privilege/restriction has been reviewed by the school principal. Any violation of Ed-Code 48900 not listed in Code of Ethic's Violations will result in a 10 day Extra/Co-Curricular restriction. Any appeal will be directed to the Principal's office.

The Panel may decide to permit the student to reduce up to half of this non-privilege period if the student completes a Panel rehabilitation plan or work back*.

*Work back is defined as one hour of campus, community service or intervention equaling one day of non-privilege.

Violations that occur outside the Season of Sport/Season of Activity (including summer) will be referred to the Code of Ethics Hearing Panel on a case-by-case basis.

Upon the findings of the Hearing Panel regarding violations that occur outside the Season of Sport/Season of Activity (including summer), Code of Ethics disciplinary actions may be enforced.

The code is a statement of responsibility and understanding for a student who freely chooses to represent the school.

The students, in representing themselves, their parents, school and community, are expected to conduct themselves in an exemplary manner.

Sexual Harassment

According to Education Code 212.5, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature constitute sexual harassment. Other types of conduct which are prohibited include, but are not limited to:

1. Unwelcome sexual flirtations or propositions.
2. Verbal abuse of a sexual nature.
3. Graphic verbal comments about an individual's body.
4. Sexually degrading words used to describe an individual.
5. Display of sexually suggestive objects or pictures.
6. Jokes of a sexual nature.
7. Any comment that when said to a person of the opposite sex tends to make them feel uncomfortable or be offended.

On the first violation students will receive an "Interview Request" to the Counselor. A second violation will result in a referral to the Learning Director. Severe violations may result in a referral, suspension, and/or recommendation for expulsion on the first offense. Investigation will include interviews with the victim, the perpetrator, and witnesses and documentation of such.

The Governing Board is committed to maintaining a learning environment that is free from harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school related activity.

The Superintendent/designee shall ensure that students receive age appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment, because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment that impairs the educational environment or a student's emotional well being at school.

Any student who engages in the sexual harassment of anyone at school or a school related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.

Any employee who engages in, permits, or fails to report sexual harassment shall be subject to disciplinary actions up to, and including, dismissal. In addition, criminal or civil charges may be brought against the alleged harasser. Sexual harassment also may be considered a violation of laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal/designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal/designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances to the harassment. In addition, the student may file a formal complaint with the Superintendent/designee in accordance with the district's uniform complaint procedures.

The district prohibits retaliatory behavior against any complaint or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Legal Reference:

CIVIL CODE

51.9 Liability for sexual harassment, business, service and professional relationships.

1714.1 Liability of parents/guardian for willful misconduct of minor

EDUCATION CODE

200-240 Prohibition of discrimination on the basis of sex, especially:

212.5 Sexual harassment

212.6 Sexual harassment policy

230 Particular practices prohibited

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 42

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

Franklin v. Gwinnet County Schools (1992) 112 S. Ct. 1028

Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447

Clyde K. v. Puyallup School District #3 (1994) 35 F. 3d 1396

Oona R. - S. etc. v. Santa Rosa City Schools et al (1995) 890 F. Supp. 1452

Patricia H. v. Berkeley Unified School District (1993) 830 f. Supp. 1288

Rosa H. v. San Elizario Ind. School District, 887 F. Supp. 140, 143 (W.D. Tex. 1995)

Davis v. Monroe County Board of Education (1996, 11th Cir.) 74 F. 3d 1186

Kelson v. City of Springfield, Oregon (1985, 9th Cir.) 767 F 2d 651

Dress and Grooming

The purpose of dress regulations is to help each student set a standard for his/her personal appearance that is appropriate within the accepted standards of Golden Valley Unified School District. All Golden Valley students are expected to demonstrate pride in their personal appearance because it reflects individually on them and collectively on the school they attend. Daily attire need not be expensive to be attractive and entirely acceptable. All apparel must comply with GVUSD Dress Code. The dress code shall be in effect at all school-related activities both on and off campus, including, but not limited to, activities such as dances, award ceremonies, field trips, and athletic events.

The Governing Board recognizes that students' mode of dress and grooming is a manifestation of their personal style and individual preference. The board will not interfere with the right of students and their parents to make decisions regarding appearance except when choices affect the educational program of the schools. It is recognized that any apparel that draws **undue attention to the wearer** creates a safety concern or detracts from the education process and is not acceptable. Good taste and good grooming are a part of learning for both boys and girls. It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from the standard of appropriateness.

The Board shall authorize school regulations that prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student himself or others in the school.
2. Cause excessive wear or damage to school property.
3. Prevent the student from achieving his/her own educational objectives because of blocked vision or hearing or restricted movement.
4. Clothing or styles used by some students to identify groups or gangs whose purpose is to intimidate or harass.
5. Distract from or otherwise impede the learning process because of their extreme style (e.g. piercing, unnatural hair color, mohawks) or attire that is too revealing.

Each school site, in concurrence with the school site council, may develop additional guidelines stricter than the district's minimum Dress Code Policy and these regulations. These local rules shall not permit items prohibited herein. Schools are responsible for notifying the students and parents/guardians in a timely manner of their supplemental Dress Code Policy.

Exemption to Policy

Religious beliefs, when verified, may be grounds for an exemption to a specific portion of the Dress Code Policy. A petition for an exemption from enforcement of a specified portion of the Dress Code Policy may be submitted to the Office of Student Services.

DRESS CODE

The Golden Valley Unified School District Governing Board has adopted the following Dress Code policies. These policies ensure a safe school setting conducive to a positive learning environment.

Shorts/Skirts

1. Shorts, dresses, skorts, and skirts are to be worn no shorter than the extended middle finger tip length, straight arm to the side, of the individual student. They must be hemmed and not be form fitting.
2. Bike shorts (spandex), unhemmed frayed shorts, or shorts with torn and/or revealing holes are unacceptable.
3. GVUSD approved gym shorts may only be worn for physical education activities and athletic practices.

Baggy and Tight Clothing

1. Excessively baggy or oversized pants or shorts are not allowed. Oversized clothing that presents a safety concern is not acceptable.
2. Pants when measured at the middle of the kneecap of the straightened leg **cannot exceed 5 inches horizontally**. Pants must fit and be worn at the **natural waist** and not exceed the student's measured size by more than two sizes. The bottom of the pant leg may not be frayed or drag on the ground. Pants must be hemmed and not stapled, pinned, taped, or rubber banded.
3. Pants may not be excessively form fitting or a type of undergarment and may not be worn so as to expose undergarments.
4. Leggings may be worn if over garment is longer than the extended middle finger tip length, straight arm to side, of individual student.

Gang-Related Apparel

1. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
2. Gang-related apparel is not acceptable. If individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)
3. Because gang-related symbols are constantly changing, definitions of gang related apparel shall be reviewed at least once each year and updated whenever related information is received.
4. Principals or designated administrators will collaborate with Law Enforcement Agencies to update changes in gang-related apparel at the beginning of each year or as often as needed.

Clothing With Writing, Symbols, Pictures and Insignia

Articles of clothing, jewelry or personal effects (backpacks, binders, fanny packs, gym bags, buttons, water bottles etc.) are not allowed if those items contain writing, symbols, pictures or insignia that:

1. Display gang-related symbols;
2. Use profanity;
3. Display products or slogans which promote tobacco, alcohol, drugs, sex or weapons;
4. Substantially disrupt the educational process;
5. Are obscene, libelous or slanderous;
6. Create a clear and present danger of commission of unlawful acts, violation of school regulations, or injury to students, staff or community;
7. Violate state hate-crime laws.

Shoes/Sandals/Boots

1. All students must wear shoes. **Shoes that are considered to be slippers are not allowed at any grade level.** Students in grades K-6 will not be allowed to wear shoes that are considered to be slippers, thongs, zories, flip-flops, slides, or beachwear. All students in Grades K-6 must wear shoes with backstraps or heel straps.
2. All students are required to wear athletic shoes for physical education. Students in grades 7-12 will be required to wear closed toe shoes in labs and shop classes for safety purposes.
3. No hard-toed or steel-toed shoes/boots will be allowed. No combat, or military style boots will be allowed (with the exception made for students enrolled in the California Cadet Corps program).

Grooming

1. Hair which causes undue attention is not acceptable; i.e., unusual designs, colors, symbols, messages, mohawks, or "tails," or unusual razor cuts. Hair must be of a natural hair color in appearance. No unnatural hair extensions and hair pieces (i.e., feathers, shining pieces). Complete razor shaving of the head is not allowed. Partial razor shaving of the head may only be one inch (1") above the top of the ear.
2. Bangs or hairstyles must not obstruct nor interfere with vision of the student, or the ability of school officials to see both eyes of the individual.

Jewelry

1. Body piercing or studded/spiked jewelry are not allowed except for pierced earrings worn in the ears only. Open gauges or other piercings that protrude from the ear and present a safety hazard to the student are not allowed. Jewelry that is deemed to present a safety hazard is not allowed.

Shirts/Tops

1. Undershirts, tube tops or halter tops are not appropriate or acceptable. Undergarments must not be exposed.
2. Any apparel determined to be too revealing is not allowed. This includes shirts that are see-through, reveal bare midriffs or bare the lower back and/or upper back region. Clothing that exposes cleavage is prohibited. Sleeveless shirts are not appropriate attire for male students.
3. "Spaghetti Strap" tops worn by females are not allowed.
4. Dresses or tops with straps less than **one inch** in width will not be allowed.

All Students:

1. Only school approved hats sold at the Student Store or provided by a school sanctioned club, team, or activity may be worn. Hats may not be altered or modified and must be worn forward. Only school approved hats shall be worn or visible at any time on campus or at any school event. (The term school is used to identify any school in the District.)
2. No head coverings are to be worn indoors, except for school sponsored athletic events.
3. Attire which may be used as a weapon may not be worn such as chains (e.g. wallet chains), items with spikes or studs (e.g. belts). Dog chains or collars are not permitted.
4. Clothes shall be sufficient to conceal undergarments at all times.
5. Any apparel determined to be too revealing or draw undue attention to itself (i.e. lettering on the backside of the pants) in style, fabric, or length is not acceptable. Pajamas are not to be worn at any time.
6. Bandannas or bandanna-patterned articles may not be worn, carried, or displayed.

Note: All clothing must be worn to the fullest function of the garment. Any clothing or tattoo which displays gang symbols, profanity or products and slogans which promote tobacco, alcohol, drugs, sex, violence, suicide, racism, or interferes with school work, creates disorder or disrupts the educational process is not allowed. Baggy or sagging clothing will not be allowed.

The dress code shall be in effect at all school-related activities both on and off campus, including activities such as dances, award ceremonies, athletic events, and field trips.

Exceptions to the dress code may be made for special days or special events as approved by the administration.

To comply with health and safety standards, no student is allowed to attend school or school functions barefooted. Frayed, torn, or garishly patched clothing is not appropriate. **Extreme fashions or appearances that are considered distracting to the educational process will not be allowed.**

Part of career planning is learning to dress appropriately for the job or for certain occasions. We realize that fashion dictates changes, but as with most things new, certain guidelines and limitations have to be set which are in the best interest of all students. The attitude of students is usually affected by what they wear, and what they wear affects the attitudes of those who see them.

According to California State Education Code 35183, the final decision of whether the student's appearance is acceptable, or not, is up to the school and its Governing Board.

The Dress Code will be reviewed annually in May by a committee of students, faculty, parents and administration, with a revised version being resubmitted to the Governing Board for use during the next school year.

DRESS CODE DISCIPLINE POLICY

Students who are considered out of dress code are referred to the office. An administrator makes a determination whether or not the student is out of dress code. If the administrator determines that the student does not meet dress code regulations, the student may be temporarily removed from classes until dress code regulations are met. Repeat offenders will face disciplinary action which may include a referral, parent contact, detention, suspension, placement on a behavior contract, or transfer.

Schoolwide Discipline Policies

Cheating and Plagiarism

Cheating is, quite simply, not doing your own work but using a means to procure a grade anyway. Cheating can occur at any time or place and is limited to any item receiving points, credit, or grade in a Liberty High class.

First Offense: The teacher and parent **must** conference either on the phone or in person. The grade of "F" **must** be assigned for that work. A referral is written and the student will be assigned lunch campus beautification.

Second Offense: The student is placed on an Academic Probation/Contract, is suspended from school for two days, and is ineligible from all student activities (co- and extra-curricular) for 25 school days. If probation is violated, ineligibility shall be for the year. The parent must conference with the Principal/Designee and the appropriate teacher.

Third Offense: The student will be suspended from school for 5 days and placed on a Behavior Contract. If the offense has occurred three (3) times in the same course, the same semester, the student shall receive the semester grade of "F."

Fourth Offense: This and subsequent offenses within an academic year shall be grounds for suspension from school under 48900 (k) of the Education Code of the State of California and may result in transfer to Educational Options program.

Classroom Conduct

Classroom conduct is the responsibility of the individual teachers under the supervision of the administration. However, the following conditions are to be observed at all levels and at all times:

1. A student is to be in class on time and to remain in the classroom during the class period and must remain seated under the supervision of the instructor until released.
2. Students are not to eat or drink in the classroom during the regular class period. Exceptions to this rule are made with prior approval of the administration and when the class curriculum warrants it.
3. Students are to follow established classroom rules.
4. The rights of the individual student(s) and teacher(s) are to be respected at all times.

Classroom rules not specifically contained in this handbook are to be considered fully in effect when the following conditions are met:

1. The rules have been posted in the classroom and discussed with the class.
2. Each student in the class has been given a copy of the classroom rules to take home to his/her parent/guardian.
3. The classroom rules have been filed with the principal and vice principal.

The recommendation is for teachers to implement, but not limit themselves, to the following: Restroom use policy, Teacher/student conference, Teacher/student/parent conference(s) or contact Detention, Behavior Contract, Class suspension of students

Note: The teacher is required to hold a parent conference with the student and a site administrator present when a student has been class suspended.

Community Service

For students not suspended or recommended for expulsion, the principal of the school, the Learning Director, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds during non-school hours. "Community Service" may include, but is not limited to: work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. (Refer to Ed Code 48900.6)

Computer Vandalism/On-Line Access

When a student's action results in damage to computer equipment, **all costs incurred for repair, including the cost of a service call, will be the responsibility of the student.** The student may receive a referral, parent conference, suspension, transfer, or expulsion.

If a student is in a file or part of a program he/she doesn't belong, the student may receive a referral, two day class suspension, parent conference, a "F" grade in the class, a transfer from the class, suspension, transfer, or expulsion or any combination thereof. If the above action results in a service call, and the technician can directly connect the repair to the student's actions, **the cost of the service will be incurred by the student.**

Golden Valley Unified School District provides on-line access, including Internet access, for students for the purposes of information retrieval or exchange and communication (e-mail). Access is granted only for those engaged in valid school projects under the direction and supervision of district personnel. Computer on-line access through GVUSD, including access to the Internet and e-mail, is a privilege dependent upon responsible on-line behavior on the part of the student, **and requires written consent by the parent/guardian of the student.** Any violation by a student of any provision of the Acceptable Use Agreement may result in the immediate revocation of the computer on-line access privileges for a period of time to be specified by the school principal/designee, including permanent revocation.

Contracts (Academic and Behavior)

A student behavior contract is an agreement in writing to show details mutually understood about expected behavior. Each student will be held accountable for a behavior contract and the parents/guardians will be informed as to both contents and consequences. Teachers may issue behavior or performance agreements within their respective classes as part of the normal instructional process with notification to the administration. Contracts may also be issued for attendance/discipline purposes.

False Information

Students who give false identification or false information are subject to a referral, parent conference and possible disciplinary actions.

Forgery

Forging notes, signatures, excuses, or other school documents subjects the student to a referral, parent conference and Behavior or Academic Contract, and possible restriction of privileges, suspension, transfer, or expulsion.

Fraud

A student using another person's ID card, lunch pass, or restroom pass is considered fraud and is subject to a referral, parent conference and contract, and possible restriction of privilege, suspension, transfer, or expulsion.

Gambling

Gambling on the school campus subjects the student to a referral, parent conference, and possible restriction of privileges, suspension, transfer, or expulsion.

Harassment, Threats, Intimidation, and Bullying

Students that intentionally engage in harassment, threats, or intimidation, directed against a pupil or staff member, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment will be subject to suspension and/or recommended for expulsion. (See Suspensions) Threats that are verbal, written, or transmitted by E-mail may be reported to the police. (Refer to Ed Code 48900.4)

Anti Bullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. [5145.2](#) - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

- (cf. [0420](#) - School Plans/Site Councils)
- (cf. [0450](#) - Comprehensive Safety Plan)
- (cf. [1220](#) - Citizen Advisory Committees)
- (cf. [1400](#) - Relations Between Other Governmental Agencies and the Schools)
- (cf. [6020](#) - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

- (cf. [5137](#) - Positive School Climate)
- (cf. [6164.2](#) - Guidance/Counseling Services)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

- (cf. [6163.4](#) - Student Use of Technology)
- (cf. [6142.8](#) - Comprehensive Health Education)
- (cf. [6142.94](#) - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

- (cf. [4131](#) - Staff Development)
- (cf. [4231](#) - Staff Development)
- (cf. [4331](#) - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

(cf. [5138](#) - Conflict Resolution/Peer Mediation)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. [6159.4](#) - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[32282](#) Comprehensive safety plan

[35181](#) Governing board policy on responsibilities of students

[35291-35291.5](#) Rules

[48900-48925](#) Suspension or expulsion

[48985](#) Translation of notices

PENAL CODE

[647](#) Use of camera or other instrument to invade person's privacy; misdemeanor

[647.7](#) Use of camera or other instrument to invade person's privacy; punishment

[653.2](#) Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
3/12

GVUSD Adopted: 6/2012

Hazing

Hazing is prohibited. Any violations may result in a referral, parent conference, restriction of privileges, suspension, transfer, expulsion, and/or arrest. (Refer to Ed Code 32051-32053).

Keys (Illegal Use or Duplication)

Illegal possession of keys to school buildings or premises, unauthorized use of keys to school buildings or premises, or knowingly duplicating keys to school buildings or premises, subjects student to appropriate disciplinary action which shall include counseling and a parent conference and may result in a referral, suspension, transfer, expulsion, and/or arrest.

Loitering

In accordance with the laws of California and the Penal Code, no person shall be on school premises or adjacent areas, except as a properly enrolled student or upon lawful business, unless he/she has first presented himself/herself to the administration office. Lawful business shall not include being upon school property for any of the following purposes except on specific approval of the school

administration: Conversation, contact, solicitation, or any other association by a non-student with students, faculty, or administrators during regular school hours or at school-sponsored events not open to the general public. "Non-student" shall mean any person, minor or adult, not regularly enrolled in day classes on the school property upon which he/she is present. A person who fails to leave on request of school personnel is subject to arrest (Penal Code 653 sec. g).

Rest Rooms

Gathering around the rest room areas (either in the rest rooms or near the rest room entrances), blocking free access to, or use of, school rest rooms will be in violation of district rules and regulations. Such students will be subject to a referral, parent conference and possible suspension, transfer, or expulsion.

Searches

The site administrator /designee has the authority to conduct a search. The scope of a search may include a student's person and areas over which he/she has control, including, but not limited to, any locker assigned to the student by the school, and the student's vehicle.

Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

The dogs may sniff the air around lockers, desks, or vehicles on district property or at district sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

Stealing and Theft

Students stealing school or personal property while under the jurisdiction of the school shall be subject to a referral, parent conference, contract, and possible suspension, transfer, expulsion, and/or arrest. The parent/guardian and student will be responsible for restitution of item(s) stolen and for any reward payment offered.

Trespassing or Forced Entry

Trespassing or forced entry with respect to school buildings or school events is prohibited. Any violation by a student shall result in a suspension pending further action including but not limited to expulsion and criminal prosecution. (Refer to Penal Code 626.8 and Penal Code 459)

Vandalism

Acts of vandalism (defacing or damaging school or private property) may result in immediate suspension pending an investigation. The case may then be referred to the district administration for expulsion proceedings before the Board of Trustees.

SECTION 5: SCHOOL POLICIES

Students are expected to assume the responsibilities listed below:

- 1. Attend class regularly.**
- 2. Be in the assigned seat with all necessary materials when the tardy bell rings.**
- 3. Treat every student and teacher with respect.**
- 4. Follow the specific rules in each class.**
- 5. Have pride and help maintain all school buildings and all school equipment and materials.**

Parents/Visitors on Campus

Parents and all non-student visitors must obtain a visitors pass in the office before entering the campus. All visitor passes must be approved by administration. All visitors should be dressed appropriately for the school environment.

Address Change

If at any time during the school year, it becomes necessary for a parent/guardian to change his/her home/ mailing address or phone number, please report the change to the Registrar immediately.

Appeals

The student and the student's parent/guardian have the right to appeal the decision of any site employee to the site administration (e.g., grades, disciplinary action, financial obligation, activities, etc.) after a meeting has taken place between the parent/guardian and employee. The student and the student's parent/guardian have the right to appeal the decision of the site administration at the Golden Valley Unified School District office.

Students may also apply for an Activity Appeal. Students are allowed a one-time Activity Appeal per school year. This can be used for any school activity except sports and off-campus lunch pass. Back-to-back appeals will not be allowed. Any students seeking an appeal must be passing 4 classes.

Cell Phone / Electronic Devices

Students may carry personal electronic signaling devices, including, but not limited to, pagers and cellular phones, which may be carried by students but must be turned off and properly stowed (pocket, purse, or backpack) while on school campus at all times during the instructional day. Exceptions will be made when a licensed physician or surgeon determines that a cell phone is essential for health-related purposes. Cell phones may be used by students before and after school. Cell phones may also be used by students at school-related events, providing they follow the above restrictions and are not disruptive. Cell phone calls and/or text messaging is prohibited during the school day. Tutorial is considered to be part of the school day and cell phones may not be used during tutorial. Should a student need to make an emergency phone call from their cell phone at anytime during the school day, they are to report to the office, explain the need, and if given approval, they will be allowed to use their cell phone.

The District does not take responsibility for lost, misplaced, or stolen cell phones or other devices. Students and parents are solely responsible for the phones.

All other electronic devices (gaming systems, CD players, MP3 players, etc.) are not allowed on campus at any time. These items will be confiscated and returned only to parents.

Daily Bulletin

The daily bulletin will be read during the third period of the day and should be posted in the front office. It is the student's responsibility to know the information in the bulletin.

Dances

School dances are organized by the students and the various clubs on campus. All dances are for the benefit and enjoyment of Liberty High School students. In order to provide for students' safety and enjoyment, the following rules, regulations and procedures will be enforced:

1. A student **MUST** show his/her I.D. card to be allowed entrance into the dance. This is done to assure that all students attending the dance are legally enrolled at Liberty High School.
2. Once a student enters the dance, he/she must remain in the building. If a student leaves the building, he/she may not return for the rest of the dance.
3. All school rules and regulations will apply at all dances.
4. Attire must be appropriate to the dance setting. The school dress code will apply.
5. All School dances will end by 11:00 p.m. unless otherwise announced.
6. All Students will dance and behave appropriately. Failure to do so may result in removal from the dance and additional consequences.

Dance Guest Passes

Liberty High School students may bring one (1) guest to each of the following dances: Winter Formal, Junior/Senior Prom, and Sadie Hawkins. All other school dances are for Liberty High School students only. Guest passes may be obtained from the administration office; all completed guest passes must be turned in to the administration office no later than the end of the school day on the Wednesday prior to the dance. All guests must be accompanied by their host and have a ticket. All guests need administrative approval prior to purchasing a ticket. All guests must be at least ninth grade students and no guest may be over the age of 19 or more than one year removed from high school. A minor student bringing a non-student guest over 18 years of age is required to have a parent signature on the guest pass signifying the parent's approval of their guest. The guest pass must be presented at the door by the student and guest. *Administration reserves the right to deny a guest pass.

Evacuation / Fire Drill

Evacuation drills and school alert drills, including fire drills, are conducted periodically to ensure the safety of students and staff in case of disaster. Students are expected to follow the direction of any staff member without question or delay.

Jurisdiction of School

Students are under the jurisdiction of the school for disciplinary purposes: (1) while on school grounds; (2) while going to or coming from school; (3) during the lunch period, whether on or off campus; (4) during, or while going to or coming from a school-sponsored activity. Students who violate district discipline policy at these times are subject to the stated disciplinary alternatives including but not limited to suspension and expulsion. (Ed Code 48900) Such jurisdiction does not make the district board, certificated personnel, or classified personnel liable for student actions.

Medication at School

California state law requires that no medication, neither prescription nor over-the-counter, may be administered at school by staff or student without written instructions from the doctor. The doctor's instructions must include the name of the medication, dosage, and schedule of medication. Also, parent permission must be given in writing. Only medication in their original containers will be accepted by school administration.

Messages

Messages and deliveries, i.e. gifts, balloon bouquets, etc., for students will not be accepted during instructional minutes unless the Principal/designee deems it an emergency. Any delivered items will be kept in the front office until the end of the school day.

Overnight and Field Trips

Students must follow the guidelines of the Parent/Student Handbook while on a school sponsored trip. On overnight field trips, students may not be in the rooms of students of the opposite sex. The only exception will be when there is an advisor, chaperone, or administrator in the room. Violation of this rule will result in a referral being written by the advisor. Consequences may be a behavior contract for the remainder of school year and a restriction of privileges and suspension. Any violation of Ed Code 48900 may result in a parent being required to pick up a student.

PE Lockers

PE locker combinations are not to be shared with other students, as Liberty High School does not assume responsibility for the items contained within. Items of value should not be stored in lockers. Lockers must be cleared of all their contents by the last day of school. Lockers are the property of Golden Valley Unified School District and Liberty High School. Both entities reserve the right to search any and all lockers when deemed appropriate and/or necessary by district personnel.

Records and Referrals

Proper written records, protected in accordance with the Family Educational and Privacy Acts of 1974, will be maintained on all students involved in disciplinary actions and procedures. These notes and summaries that complete the documentation shall be finished, using appropriate district forms, immediately after an incident has occurred and placed in the student's confidential file.

Student Expression

Student expression that materially disrupts class work, causes disorder, or invades the rights of others is prohibited. The use of slanderous and obscene language, buttons, badges, or insignia shall result in counseling and may result in parent conference, referral, contract, suspension, transfer, expulsion, or arrest.

Vehicles on Campus

If you drive a car, you must obey all state vehicle code regulations. The speed limit on campus is 5 m.p.h. Going to your vehicle in the parking lot is off-limits during class time. You may go to your car only with permission from the office. Improper use of a vehicle at any time on or around the campus will necessitate disciplinary action or referral to the Sheriff's Department (C.V.C. 21113). The same laws and regulations cover Liberty High School's parking lot as any public parking facility. All parking areas will be monitored both by school personnel and by the sheriff's department. Drivers must park correctly in designated parking spaces, one car to one space. Handicapped parking space requires a handicap permit. Violators will be cited. The district is not liable for loss or damage to vehicles or their contents while in the parking lot. The Sheriff's Department is invited to patrol the parking lot regularly. All codes, laws, rules, and statutes regarding parking are fully in effect.

Student Parking

All students and staff members must post a valid Parking Permit in their vehicle. The Parking Permit Request Form is required in order to obtain a Parking Permit. Permits may be obtained from the ASB at \$3 charge. If you need to replace your permit, there will be a \$2 fee. The Liberty Finance Office will be processing Parking Permits.

All students must park in the Student Parking Lot unless specific permission to park elsewhere is given. Any student who is found to be parking in areas other than the Student Parking Lot or fails to display a parking permit in their car will be subject to the following consequences:

1. First offense – Five (5) days lunch Campus Beautification
2. Second offense – Revocation of parking permit and a tow warning will be given
3. Further offenses – Suspension and car will be towed (Vehicle Code 21113)

It is the student's responsibility to update parking permit information. It is also the student's responsibility to secure their vehicles. DO NOT leave valuables in car. The school is not responsible for items lost or stolen while vehicle is parked on school campus.

Students must possess and show a valid California Driver's License to be issued a Parking Permit.

SECTION 6: DISTRICT POLICIES

All District Policies and Administrative Regulations are available upon request. Some of these Policies are provided in this Handbook.

Bus Conduct

Students transported in a school bus shall be under the authority of and responsible directly to the driver of the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation in accordance with regulations of the governing board of the district. The driver of any school bus shall be held responsible for the orderly conduct of students transported. At the discretion of the bus driver, a student may be given a warning or he/she may be suspended from riding the bus. If the student is suspended, the parent/guardian is responsible for seeing that the student gets to and from school. The following rules will be enforced:

1. Riders should arrive at the bus stop on time, but not too early.
2. Riders should stand in a safe place and wait quietly for the bus.
3. Riders should enter the bus in an orderly manner and take their seats.
4. Riders should stay in their seats until time to leave the bus.
5. Riders should be courteous to the driver and to fellow passengers.
6. There should be no noise or behavior that will distract the driver's attention from driving.
This means no loud talking, laughing, yelling, singing, or whistling.
7. No part of the body, hands, arms, or head should be put out of the window.
8. Nothing should be thrown from the bus.
9. There shall be no tampering with the bus or bus equipment.
10. All students shall sit facing the front of the bus.
11. Students shall not eat on the bus.
12. Students shall not leave debris of any kind on the bus.
13. Students shall not smoke or light matches on the bus.
14. No animal or insect will be allowed on the bus.
15. Riders shall help keep the bus and the area around the bus stop clean and show respect for the property of other people.
16. Students shall not cross a street or a highway to the rear of the bus.
17. Riders should be alert for traffic when leaving the bus.
18. There shall be immediate suspension for fighting.
19. Students must have a note from parent/guardian to get off the bus at other than their designated stop.

Nondiscrimination

The District prohibits discrimination based on race, color or national origin, actual or perceived sex, ethnic group identification, religion, mental or physical disability, or sexual orientation. The District's Governing Board has primary responsibility for ensuring that district programs and activities are free from discrimination based on such unlawful basis.

Complaints

Most complaints are resolved informally with the assistance of school site personnel. If this is not possible, or if parents/guardians choose to file a formal complaint, the District's complaint procedure processes will be followed.

Complaints regarding an alleged violation of the Williams Act will be investigated and resolved in accordance with the Uniform Complaint Procedure; District Board Policy and Administrative Regulation No. 1312.4. Complaints regarding an alleged violation within the District concerning categorical educational programs, including allegations of unlawful discrimination and sexual harassment, will be investigated and resolved in accordance with the Uniform Complaint Procedure; District Board Policy and Administrative Regulation No. 1312.3. Complaints regarding an issue with curriculum can be addressed by contacting the District Compliance Officer as per District Board Policy and Administrative Regulation No. 1312.2. All written complaints shall be submitted to:

District's Compliance Officer
Mr. Andrew G. Alvarado
37479 Avenue 12
Madera, CA 93636

Complaints concerning employees of the District shall be resolved and investigated through the District's procedures set forth in Board Policy and Administrative Regulation No. 1312.1. Written complaints shall be submitted to the employee's immediate supervisor.

No Child Left Behind (NCLB)

Highly Qualified Teachers

Parents/guardians may request, and the District will provide, information regarding the professional qualifications of the student's classroom teacher, as well as the qualifications of any paraprofessionals in the classroom.

Parents will be notified when their child has been assigned to a teacher who does not meet the qualifications of a highly qualified teacher or when the child has been taught for 4 or more consecutive weeks by a teacher who does not meet the highly qualified requirements.

School Accountability Report Card (SARC).

The District will provide a SARC annually. The purpose of the report card is to provide parents and the community with important information about each public school. In addition, NCLB requires that SARCs contain reports concerning the "adequate yearly progress" of students in achieving state academic achievement standards; Title 1 Program Improvement; graduation rates at the secondary level; the extent to which "highly qualified" teachers are teaching core academic subjects, and other information relating to the State's settlement of the *Williams* Case, including, (1) any needed maintenance to ensure "good repair" of school facilities, (2) the number of teacher "misassignments" and "vacant teacher positions," and (3) the availability of "sufficient textbooks and other instructional materials."

Parents may obtain a copy of the District's SARC by logging on to the district web site at www.gvusd.k12.ca.us, or by contacting the school site secretary.

**L. Proficiency
Standards for
Program Completers**

Agriculture and Natural Resources Industry Sector

Career Pathways

- ◆ Agricultural Business
- ◆ Agricultural Mechanics
- ◆ Agriscience
- ◆ Animal Science
- ◆ Forestry and Natural Resources
- ◆ Ornamental Horticulture
- ◆ Plant and Soil Science

Agriculture and Natural Resources Industry Sector

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

FOUNDATION STANDARDS

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- (12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

- (8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
- (10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
- (11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
- (12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.f) Distinguish between hypothesis and theory as scientific terms.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

- (12.2) Students analyze the elements of America's market economy in a global setting.

- (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy.
- (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.
- (12.2.6) Describe the effect of price controls on buyers and sellers.
- (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
- (12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.
- (12.4) Students analyze the elements of the U.S. labor market in a global setting.
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

- (2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- (2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- (2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- (1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- (2.3) Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.

- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- (2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and résumés:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- (2.6) Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

2.3 *Written and Oral English Language Conventions*

Specific applications of English Language Conventions standards (grades eleven and twelve):

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 *Listening and Speaking*

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.2) Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

- (1.8) Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

- (2.4) Deliver multimedia presentations:
- Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.
- 4.4 Understand geographic information systems (G.I.S.).
- 4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Understand how to locate important information on a material safety data sheet.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.
- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

- 10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.

- 10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 *Students understand proper accounting principles and procedures used in business management and tax planning:*

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 *Students understand basic risk management principles and their impact on economic viability:*

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 *Students understand the role and value of agricultural organizations:*

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 *Students understand agricultural marketing systems:*

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 *Students understand the sales of agricultural products and services:*

- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 *Students understand local, national, and international agricultural markets and how trade affects the economy:*

- A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
- A9.2 Know how governmental, economic, and cultural factors affect international trade.
- A9.3 Compare and contrast United States trade policies with those of other important trading partners.
- A9.4 Understand how biotechnology affects trade and global economies.
- A9.5 Understand how different cultural values affect agricultural production and marketing.
- A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
 - B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
 - B1.3 Know how to safely secure loads on a variety of vehicles.
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B2.0 Students understand the principles of basic woodworking:

- B2.1 Know how to identify common wood products, lumber types, and sizes.
 - B2.2 Know how to calculate board feet, lumber volume, and square feet.
 - B2.3 Know how to identify, select, and implement basic fastening systems.
 - B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.
-

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
 - B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
 - B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
 - B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
 - B3.5 Interpret basic agricultural electrical plans.
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B4.0 Students understand plumbing system practices commonly used in agriculture:

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

- B4.3 Know how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

- B5.1 Know how to identify common metals, sizes, and shapes.
- B5.2 Know basic tool-fitting skills.
- B5.3 Know layout skills.
- B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

- B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.
- B6.2 Know proper bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

- B7.1 Understand the role of heat and oxidation in the cutting process.
- B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

- B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.3 Weld a variety of joints in various positions.
- B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 *Students understand advanced metallurgy principles and fabrication techniques:*

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 *Students understand small and compact engines:*

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 *Students understand the principles and applications of various engines and machinery used in agriculture:*

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

- B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).
- B12.2 Know how to draw and interpret architectural plans.
- B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, 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 California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 *Students understand the role of agriculture in the California economy:*

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 *Students understand the interrelationship between agriculture and the environment:*

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 *Students understand the effects of technology on agriculture:*

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 *Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:*

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

- C4.4 Understand various points of view regarding the use of animals.
- C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 *Students understand the cell structure and function of plants and animals:*

- C5.1 Understand the purpose and anatomy of cells.
- C5.2 Know how cell parts function.
- C5.3 Understand various cell actions, such as osmosis and cell division.
- C5.4 Understand how plant and animal cells are alike and different.

C6.0 *Students understand animal anatomy and systems:*

- C6.1 Know the names and locations of the external anatomy of animals.
- C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 *Students understand basic animal genetics:*

- C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
- C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
- C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
- C7.4 Understand the fertilization process.
- C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 *Students understand fundamental animal nutrition and feeding:*

- C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
- C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
- C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 *Students understand basic animal health:*

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Understand the causes and control of common animal diseases.

- C9.4 Understand how to control parasites and why.
- C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

- C10.1 Recognize the major soil components and types.
- C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Understand water delivery and irrigation system options.
- C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Understand plant growth requirements.
- C11.3 Know annual, biennial, and perennial life cycles.
- C11.4 Examine plant sexual and asexual reproduction.
- C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:

- C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
- C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

- C13.1 Understand the steps of the scientific method.
- C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
- C13.3 Use the scientific method to conduct agricultural experiments.

D. Animal Science Pathway

In the Animal Science 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 pathway 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.

D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:

- D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.
 - D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.
 - D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.
 - D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.
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D2.0 Students understand key principles of animal nutrition:

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
 - D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
 - D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
 - D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.
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D3.0 Students understand animal physiology:

- D3.1 Understand the major physiological systems and the function of the organs within each system.
- D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

D4.0 Students understand animal reproduction, including the function of reproductive organs:

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

- D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.
- D5.2 Understand how to use animal performance data in the selection and management of production animals.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0 Students understand the causes and effects of diseases and illnesses in animals:

- D6.1 Understand the signs of normal health in contrast to illness and disease.
- D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.
- D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.
- D6.4 Understand prevention, control, and treatment practices related to pests and parasites.
- D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.
- D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
- D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

- D7.1 Understand the role of rangeland use in an effective animal production program.
- D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
- D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
- D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:

- D8.1 Understand animal waste treatment and disposal management systems.
- D8.2 Understand various methods for using animal waste and their environmental impacts.
- D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

- D9.1 Know the early warning signs of animal distress and how to rectify the problem.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

- D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
- D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

- D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).
- D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.
- D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
- D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

- D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.
- D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.
- D12.3 Understand how meat-based products and meals are made.
- D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.
- D12.5 Understand how meat products and nonmeat products are marketed.
- D12.6 Understand the value of animal by-products to nonagricultural industries.

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

- E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Understand the difference between renewable and nonrenewable energy sources.
- E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:

- E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Understand air and water conservation issues.
- E2.3 Understand appropriate water conservation measures.
- E2.4 Understand the component of a plan that monitors water quality.
- E2.5 Understand the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

- E3.1 Understand the systems used to classify soils.
- E3.2 Understand the reasons for and importance of soil conservation.
- E3.3 Understand how to analyze soils found in the different natural resource management areas.
- E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Students understand rangeland management:

- E4.1 Know the locations of major U.S. and California rangeland areas.
- E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
- E4.3 Understand practices used to improve rangeland quality.
- E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
- E4.5 Distinguish among different browse and forage species in California rangelands.
- E4.6 Understand the components of a rangeland monitoring plan.
- E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

- E5.1 Understand the relationship between habitat and wildlife population.
- E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.
- E5.3 Understand the methods for determining existing wildlife species populations.
- E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.
- E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
- E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
- E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

- E6.1 Understand the different types of aquatic resources.
- E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.
- E6.3 Understand a variety of methods to determine the populations of existing aquatic species.
- E6.4 Analyze the relationship between water quality and aquatic species habitat.
- E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 *Students understand the outdoor recreation industry:*

- E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.
- E7.2 Understand basic survival skills and first-aid procedures.
- E7.3 Understand appropriate trail construction and maintenance techniques.
- E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
- E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 *Students understand basic plant physiology, anatomy, and taxonomy:*

- E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.
- E8.2 Know how to use a dichotomous key to identify plants and animals.
- E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
- E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 *Students understand the role of fire in natural resource management:*

- E9.1 Understand the role of fire in forest and rangeland ecosystems.
- E9.2 Understand the significance of each of the components of the "fire triangle."
- E9.3 Know appropriate wildland fire-suppression practices.
- E9.4 Understand the components of a fire-control plan.
- E9.5 Know how to use fire-control tools safely.
- E9.6 Know the training requirements for fire-suppression certification.

E10.0 *Students understand forest management practices:*

- E10.1 Understand how social, political, and economic factors can affect the use of forests.
- E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
- E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
- E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.
- E10.5 Understand Silvicultural systems and skills, including appropriate tool use.
- E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

- E11.1 Understand the Public Land Survey System.
- E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.
- E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
- E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

- E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
- E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.
- E12.3 Analyze the production of specialty and seasonal products from natural resources.
- E12.4 Know different wood types and their uses.
- E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

- E13.1 Understand the differences between publicly and privately held lands.
- E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
- E13.3 Understand the role of public and private property rights and how they affect agriculture.
- E13.4 Understand the role of government in managing public and private property rights.

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 *Students understand plant classification and use principles:*

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 *Students understand plant physiology and growth principles:*

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

F3.0 *Students understand sexual and asexual plant reproduction:*

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 *Students understand basic integrated pest management principles:*

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 *Students understand plant classification principles:*

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
 - G1.2 Understand how to identify plants by using a dichotomous key.
 - G1.3 Understand how common plant parts are used to classify the plants.
 - G1.4 Understand the differences between and uses of native and nonnative plants.
 - G1.5 Understand the differences between monocots and dicots.
 - G1.6 Understand the differences between plants under production and weeds.
-

G2.0 *Students understand cell biology:*

- G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
 - G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
 - G2.3 Understand what functions organelles play in the health of the cell.
 - G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
 - G2.5 Understand plant inheritance principles, including the structure and role of DNA.
 - G2.6 Understand which organelles in plant cells carry out photosynthesis.
-

G3.0 *Students understand plant physiology and growth principles:*

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 Students understand sexual and asexual reproduction of plants:

- G4.1 Understand the different forms of sexual and asexual plant reproduction.
- G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- G6.3 Understand soil biology and diagram the soil food chain.
- G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

- G8.3 Understand the definition of a watershed and how it is used to measure water quality.
- G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.
- G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an "agrosystem" approach to production:

- G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).
- G9.2 Understand the elements of conventional, sustainable, and organic production systems.
- G9.3 Understand the components of "whole-system management."

G10.0 Students understand local crop management and production practices:

- G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.
- G10.2 Understand common marketing and shipping characteristics of local commodities.
- G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

- G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.
- G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).
- G11.3 Know how herbicide-resistant plant genes can affect the environment.
- G11.4 Understand how genetic engineering techniques have been used to improve crop yields.
- G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

**M. Teacher Data
Sheet for Each
Teacher**

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R2 Teacher Information
Liberty HS,Madera
Year: 2012

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
diaz	francisco	j	Male	Hispanic	6	Agriculture Specialist	48000	7500	1800	0	Y
Katuin	Anne	M	Female	White	2	Agriculture Specialist	42000	3000	0	0	N

diaz, francisco					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0800	ornamental horticulture	11	Plant/Soil Science
1	2	0900	sae project period	0	SAE
1	3	1030	intro to ag. mech	18	Ag Mechanics
1	4	1130	prep	0	Prep
1	5	0100	ag earth science	28	Agriscience I
1	6	0200	sae project period	28	Agriscience I

Katuin, Anne					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Biology	32	Ag Biology
1	3	10:23	MICA Ag Algebra 1	24	Other Ag
1	4	11:32	Contemporary Math	31	Other Ag
1	5	1:11	MICA Ag Algebra 1	27	Other Ag
1	6	2:15	MICA Ag Algebra 1	21	Other Ag

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DIAZ, FRANCISCO > Document:

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Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts

Last Name: DIAZ

Last Known County of Employment:

Note: Please verify County of Employment is current

First Name: FRANCISCO **Adverse and Commission Actions Indicator:**

Note: If flag is displayed, click on Adverse and Commission Actions tab below

Middle Name: JAVIER

Current Document | [All Documents](#) | [Adverse and Commission Actions](#)

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Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
> 110105995	Single Subject Teaching Credential	Clear	Valid	6/1/2011	7/1/2016	7/1/2010		
> 101192371	Single Subject Teaching Credential	Preliminary	Valid	7/1/2010	8/1/2015	7/1/2010		
> 081045423	Full Time Designated Subjects Career Technical Education Teaching Credential	Preliminary	Valid	3/26/2008	4/1/2013	3/26/2008		

Authorization/Subjects

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	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.	AGRI	Agriculture	MAJ	
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects programs and at	NONE			

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Summary of Application Status and Credentials Held

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Status of Application(s)

Name: KATUIN, ANNE MARIE

Date Received	Status
06/21/2010	Online Recommended Application Granted 06/23/2010
02/10/2011	Online Recommended Application Granted 02/15/2011
02/10/2011	Online Recommended Application Granted 02/15/2011

Credentials Held

Document Title	Expiration Date / Status
Certificate of Clearance (valid five years if issued on or after 7/1/2007)	
Emergency 30-Day Substitute Teaching Permit	07/01/2011
Clear Specialist Instruction Credential (Agriculture)	03/01/2016
Preliminary Single Subject Teaching Credential	03/01/2016

**N. Roster of
Agriculture Advisory
Committee**

Bret Mercer, Chairman

Bob Naden, Member, Rancher

Brad McDonald, Member, Crop Insurance

Don Farnesi, Member, Business Owner

Joe Rodriguez, Member, Rancher

Kenny Warnock, Member, Construction

Nancy Lovel, Member, Nursery Owner

Tom Cornell, Member, Engineering & Design

Tom Greci, Member, Retired Ag Teacher

Frank Panina, LHS Learning Director

Anne Katuin, LHS Ag Teacher

Francisco Diaz, LHS Ag Teacher

O. Advisory Committee Minutes

Agriculture Education Advisory Committee Meeting

February 21, 2013

5:30 pm, LHS Library Conference Room

Golden Valley Unified School District

In Attendance:

____ Bret Mercer	____ Francisco Diaz
____ Bob Naden	____ Anne Katuin
____ Nancy Lovel	
____ Don Farnesi	____ Frank Panian
____ Kenny Warnock	
____ Brad McDonald	
____ Tom Cornell	
____ Joe Rodriguez	
____ Tom Greci	

Meeting Agenda

1. Welcome
2. Attendance
3. Reading of the Previous minutes
 - a) approve minutes
4. Upcoming Fair Projects
5. Ag. Chemistry
6. CDE competitions/ sponsors
7. School Farm
8. Ag. Mech progress
9. any other issues and concerns
10. adjourn

Advisory Minutes 8/28/2012

Present:

Bret Mercer
Tom Cornell
Brad McDonald
Don Farnesi
Joe Rodriguez
Nancy Lovell
Kenny Warnock
Frank Panian
Francisco Diaz
Anne Katuin
Guest: Tom Greci

Scott Chase

Bret Called to order at 5:00

Intro of everyone, Tom Gracie – MUSD, help with Ag Mech

Student Presentation:

Katie Bennett (Sec) and Seth Krezman (VP)

- Fundraiser – calendar for community, classes, students
- They described it and passed out letters
- Diaz: Idea over summer, get the officers pictures out there
- Brad: what is POA
- Katie: Program of Activities
- Brad: # of sponsors wanted
- Seth: 15-20
- Brad: Printing?
- Seth/Bennett: One officer looking into it and will get it done, we are determined to finish this project
- Tom: Asked about graphics design class to do
- Diaz: easier to have it done and printed
- Brad mentioned about computers and not having a class

Fair:

- Diaz: Saturday, Pen of chickens, landscape (2) – 1 for the class and one under a student's name – Escalante
- Going to the nursery tomorrow to look for what they want for it
- It is nice having the landscape class for the 2nd time now
- 6 lambs, 6 hogs, Pansqualli Tractor – 1st ag mech project

- Katuin: Sat 2 meat pens, 3 single fryers, 2 goats
- Tom asked when auction is – September 8th
- Don: Float fund if anyone wants to donate, bumps kids to the average price
- Bret: More activity this year?
- Don: Yes
- Brad: it is a blind donation, Madera District Fair Floor Fund, Brad takes checks and writes receipts
- Diaz: Can send a letter to the district
- Brad & Don: and let students know as well

Class #s

- Diaz:
 - Hort, 13 jrs, 7 srs
 - Mech 11 srs, 8 jrs, 2 sophs
 - Earth Sci 5th & 6th period: 3 jrs, 2 10th, 51 9th
 - Total 97
- Katuin:
 - 51 9th, 42 10th, 34 12th, 9 11th
 - Total 136
 - (some kids in multiple classes between Katuin or Diaz/Katuin)
- Tom asked if Bio and Algebra UC/Grad requirements – Yes
- Tom: Intro class? # freshmen feeder classes
 - Earth, and a lot of the algebra
- Kenny: # of jrs last year?
- Diaz: like 8...they will be program completers this year
- Brad: if offered mech to 9/10 how many more would there be?
- Diaz: it wasn't on their survey, so unknown
- Brad: How many wish to come?
- Diaz: Unknown
- Tom: Algebra and Bio 9th?
- Tom: Make calendar and put everywhere! Sounds like good recruiting
- Brad: #s sound good, recruit 8th
- Nancy: word will spread
- Tom: on the right track
- Diaz: fill out data sheets and kids ask questions
- Tom: get classes straight and then worry about projects
- Diaz: Bio and earth made good jumps in CST, Earth up 20%
- Brad: 20% is hat to what?
- Panian: Cut off for prof/advanced
- Diaz: 49% proficient last year, 69% this year
- Panian: actual numbers come out September
- Brad: wants a rating not a #

- Tom: 20% is a great jump, pushing up good, there is no fudging CST scores, they are black and white

Class Descriptions:

- Diaz: Mech: set foundation of area going to be working, august and September on the website, pouring concrete where they need it, building work benches, plumbing for irrigation, electricity
- Bret: Where are you working?
- Diaz: Website
- We are fortunate
- Was able to go to small engines class over summer, then ordered things the end of July
- Baughman said that they had a spot about 40X40, 2 cvars, side by side, concrete in middle, electricity, can weld, outside the room so it is accessible, water
- They weren't using as much as used to so gave to us, saved over \$6000 in Cvars, had higher money for tools, mig and arc and rod and helmets
- Will keep set up as an intro area
- Kenny: Covering?
- Diaz: there will be
- Kenny: working out of Cvan?
- Diaz: no
- Don: welding safety
- Diaz: purchase curtains
- Greci: school with no traits, great, shops? None, what is 5 year+ plan?
- Diaz, acquiring land
- Tom: get a few people and present to board after the teachers get a real plan, share the R2 plan
- Kenny: our 5 year plan, not district plan
- Diaz: that DO master plan, old other than that, the land is Ag
- Kenny: see what we want to see
- Brad: make sure we can do what we want on it
- Greci: people will battle if they know we are worth it, students need to talk it up
- There are 40+ years experience on the committee, best committee could have
- Diaz: in a nut shell, this class setting the building blocks for the future, so truly an ag mech class, 10th-12th – hopefully mature and want/know to get the job done
- 9th a little of a handful in the shop
- If we get it going with this group, will be a better outcome.
- Greci: Building stays there and used, ownership, critical in building, we are on track, going in the right direction, it is a SOB to do, there are a lot of people seeing new stuff
- Diaz: Drill Press, Mercer
- Don: Andy, \$5000 from boosters, check that the check got out, sent month and a half ago
- Greci: boosters have spent 10k before
- Brad: Matching? Has it been used?
- Diaz: yea, purchased things, inventoried and stickered
- Greci: Bompreszi will teach how to take care of small tools

- Diaz: using carts for each group, safety glasses, get 1st pair, have to buy if loose or break
- Little stuff walks, try to keep inventory, students in charge of inventory, and make a place for everything
- Brad: fluorescent paint:
- Diaz: craigslist, Saturday in the ranchos, emailed a guy, got lockers donated, could use some more, have 12 compartments right now
- Brad: size?
- Diaz: big and small, for clothing
- Brad: runs into lockers all the time
- Nancy: might have some, will check
- Diaz: we can look tomorrow during Hort
- Kenny: locked down on Cvars
- Greci: ours till we have a shop
- Looking at picture of department, spread the tasks, give Katuin Advisor
- Use project period as leadership class
- Kids are sharp, they need direction
- Can see that Diaz doesn't want to give it up, you build the program, Katuin lead the team
- Bret: Katuin wrote that down
- Greci: Appreciate what you do, but share
- Diaz: collaborate a lot
- Greci: look at GH degree, Ch degree, state, 2 americans, judging teams
- Katuin: bragged about specialty
- Bret: can we walk out?
- Diaz: sure, 3rd period is excited, tomorrow is a work day, kids do it, not maintenance
- Brad: metal floors?
- Diaz: yes

Other:

- Amount of meetings? 4/year?
- Quarterly system?
- Kenny? More not less
- Brad: school board, pound every month on support for Ag, not much with their talk
- Always got stuff coming up, whats the perfect #? Try every 2 months?
- Nancy: advisory capacity, if have a concern and meeting not for longer time, then contact Diaz/Katuin and ask question
- Joe: not beyond calling a special meeting
- Greci: meet when need to meet, after R2 and 5 year plan, not just because you have to, call when the reports are done and then meet
- Brad: email when working on stuff, so people can give input and such
- Diaz: bummer that no Bob today
- Bret: keep doing what you are doing
- Brad: Calendar, printing company, takes like 4 days, will email

- Don: Greenhouse possibility, how would use?
- Diaz: get material and get it ready, if taking apart we can get
- Don: hitch, donation has to go through board
- Bret: time frame?
- Don: anytime? It is 20X100
- Bret: Labor?
- Diaz: labor is not short, Cardoza dad will continue to help after his son graduates
- Don: place to put it? Get stuff from school board, make an ag presence
- Greci: Advisory go to board and ask for that
- Brad: 10 acres, no money
- Greci: minutes?
- Brad: Money and plan?
- Greci: take charge and aggressive
- Brad: got 2 ag teachers
- Greci: word of mouth is crap, need official minutes
- Kenny: it is in there, just checked and agreed
- Nancy: motion to recommend FFA calendar as a good idea, joe 2nd voice vote passed
- Diaz: it will be as big as or bigger than footballs
- Kiosk, internet, Katuin will show on the way out there
- Diaz: and publicize the people that support the program, going for about 250 prints, want to break even and get the word out there
- Nancy: I think all willing to pay
- Tom C: when
- Diaz: By icecream social, while we are at fair work on
- Nancy: recruitment
- Katuin: Jordana – projects – American degree
- Greci: record books?
- Kautin: 2nd semester
- Diaz: traditional classes easier to put in
- Bylaws:
 - Freshmen as officers, none – they are now sophomores
 - Biggest change opened up so students can run
 - All officers open, apply, screen, interview, slate,
 - GH officer team, get to work on stuff,
 - We are behind
 - Want to kill the rumor that there are freshmen on team
- Brad: suggestions?
- Katuin: process??
- Greci: yes right away
- Scott: not before
- Brad: nominating committee
 - Issue: not involved in program

- Says its Panian, not outside FFA, people that have worked with the program before
- Greci: anti slating, pisses people off, can of worms, let run and the end
- Diaz: Ok with it, the kids have to change it
- Don: advise them
- Diaz: problem, Sr vs Freshmen running
- Tom: Advise them
- Kenny: freshmen are not knowing
- Tom: No, they know, laser as bigger progression will happen, but don't always have a choice, need history, patterns, a smattering of everything right now
- Daiz: Greenhand degrees
- Chase: old VP/Pres had to have a Chapter and State Degree
- 24 chapter farmers potential
- Greci: FFA handbook, POA, etc, lots of time, stuff that doesn't concern us
- Diaz; kids know the way is fair, and run for what they want, sports – freshmen running back gonna be varsity, freshmen competes in everything better than a Jr does nothing, so which better
- Tom: Cream rises
- Diaz: don't want to hold them back
- Tom: take what you can get
- Daiz: communication – email or call us

Brad move to adjourn, tom 2nd

Bret closes at 6:23

Ag Advisory Meeting 11/26/12

Present:

Bret Mercer
Bob Naden
Nancy Lovel
Don Farnesi
Francisco Diaz
Anne Katuin
Frank Panian

Bret call to order at 5:30 & welcome

Passed out binders before meeting to members

Previous minutes(end of spring) approved:

Previous minutes (8/28) approved: motion by Don, 2nd by Kenny, pass voice vote

BINDERS

- Diaz: Bret called and talked about setting up binders to keep up to date with agendas and minutes, great idea, glad we did it, want to kick this thing up a notch, you guys are industry, want to be professional
 - Hope everyone looked through it, and use it and keep it up to date
- Bret: after last meeting apparent needed more info readily handy
 - **Section 2: class numbers:** Panian asked to pull up 2 years ago, we were at 98, last year 137, if look at grade level count, 9-12, 14-15 are graduates working on American Degree, we still pay their dues to keep them enrolled (3) in the past and 2 received their degree, 1st for the chapter
 - Don thought 1, Jordana only one that went back, foster got other one
 - This year 9-12 jumped to 188 from the 134 current enrolled, not counting the duplicates(about 15) about 33% of the school, high number for 2 teachers
 - Excited, freshmen doing really well and promising
 - Go through grade breakdown and the number of years that they have been in agriculture classes – about 80 1st year freshmen, 33 sophomores in 2nd year with 46 total sophs, 11th grade 11 1st year and 4 2nd year and 12 in their 3rd year, image next year will be more juniors in the program and will stay. 12th 26 1st, 3 in 2nd, and 5 that are program completers for 4 years
 - Don asked jrs last year – Diaz said 6 and 5 stayed in, Diaz doesn't anticipate as low of numbers in jr and sr year anymore
 - Kenny, break down the types of projects that each student does
 - Diaz all have a project, some yard work and pruning, and working with parents
 - Diaz all will do 2nd semester record books
 - **5 year plan**
 - Comes from our AIG stuff that we turn in
 - Katuin and Diaz look at

- This year, rabbit barn along with the roof for woodworking projects, Mr. Chuck Lerou wants to help the kids out and will come in – already approved by Alvarado to help – and he will help us out and get it done.
- Bob asked size
- Katuin 20X20
- **This year**
- Diaz: all done by students, weekend days, rabbit kids paint it, want to make it on skids or something so can move to farm later on, will be the biggest part to get built
- Like to complete into to ag mech area, pictures on website of pouring concrete, the tables are done, next is the roof between the 2 vans so we can work in some bad weather, blessed to have electricity and water there already, have built some shelves to store tools, they are locked up, talked to panian about putting in security system, plan for the worst, talked some options, hoping for next semester, one was Costco plans with good imaging so can catch if something does happen
- Proud of the kids, they did good job on concrete, Mr. Cardoza helped with the concrete, Braden was the sr we lost, might come back 2nd semester. He helped with outer forms, kids did insides, 5 differenet pours, kids did start to finish, used tumblers for small pieces, poured almost a yard in 55 minutes one day, it was exciting. Mr. Mazzoni saw them sweating and said it needed to be a PE class, diaz got to stand back and watch and the kids did it
- Fencing in the farm, counting on boosters to complete so we can start locking stuff, making pens, making a structure, want to see happen this year
- Nancy: what kind of fence
- Diaz the 6foot chain link like rest of school, only have to do 2 sides because property got fenced
- Kenny: can we tie into solar panel fencing
- Panian: talk to dave, done see why not, will find out
- **13-14 year**, try and get a computer lab, mobile lab
- Katuin: gave up on the cart, use the library lab instead or art lab
- Panian: the cart is 6 years old
- Don: what class
- Katuin: the sr business math class for business plan project
- Kenny: is the lab full?
- Panian: its for the library for all classes to use
- Diaz: classes that will use it, plus record books will be simpler, used either research or FFA or research for FFA for speaking or BIG or judging teams
- Power to Farm and hog/sheep structure
- Want ag chem class to keep more juniors
- Ag leadership class, to work with for leadership, parli pro, speaking, and use for forum for contests, some school s that border us that are one up because they get to do that, we are still competitive, so if we have the class we can be more competitive yet, want to pitch to the board and

- Don: teachers?
- Diaz: give up SAE period
- Katuin: might need another math teacher soon for that department
- Bob: how many more kids before get a 3rd teacher
- Diaz: probably another 100
- Bob: math doesn't add up
- Diaz: thinks next year going to have to have 2 sections of mech
- We have to have the need and have the kids sign up and for sure
- Diaz: ready to give up SAE period
- Don: 100 more, have 180 with 2 teachers,
- Katuin over 100 is me
- Bret: think can get 40-45% of school population?
- Diaz: yeah
- Panian: that's a lot
- Don: computer lab would do it
- Bret: could next hire be ag/regular campus
- Diaz: yeah we talked about that Bret and I, have to have the need first, the numbers drive the program,
- Panian: is there a cap?
- Diaz for AIG yes, but we lost that this year, 28 regular, 24 mech
- Katuin, capped my math for last year for the funding, but lost this year because of bio
- Kenny: what do we lose?
- Diaz: funding, state wants us to keep numbers down, about \$1800
- Kenny: that would pay for part time teacher
- Diaz: which is really \$3600 because of matching
- Katuin: a lot of schools are way past the cap even in shop classes
- Bret: move up teacher to closer to the top
- Katuin: it would be nice
- Diaz: if we are looking in the way we have been doing, if jump of 50 then we could do it
- Bob: if better facilities than jump will happen faster
- Diaz: true, kids will see it and want to come
- Don: anything from counselor? Go into the middle school
- Katuin: we go as well, and Karie goes in January
- Bret: Karie does good job
- Don: get numbers earlier
- Panian: she will be out in February
- Diaz: may do a recruit or survey
- Katuin: we can talk to Hatch
- Diaz: mech will be available to the freshmen
- Bob: how are numbers going with schools
- Panian pretty even, we went up about 10, middle stayed about the same
- Bob: # 4th -8th?

- Panian: would have to look it up
- Bob: see what is coming up and start planning
- Diaz: want to do petting zoos, and take officers over, and let the elementary see the jackets and the program
- Lots of jackets: Katuin – over 20 this semester
- Katuin Not even 20 last year, let alone the first order
- Bret: saw a bunch at 4H that need to be here
- Diaz: maybe do a presentation at the 4H meeting
- Greenhouse
- Don – one available, doesn't have skin, will donate, need letter from board of a \$5000 donation
- Diaz: can boosters do it with tax ID#
- Kenny, will present it
- Bob, if they have the ID number then should
- Diaz: or our foundation here, Andy said we can run through them, might even put in a grant for rock and things so when get the house can do it
- Bret: whats time frame, take a couple of days
- Don – doesn't matter
- Diaz: can make it smaller?
- Bret & don – yes, its in segments, make whatever size, 15X100
- Diaz – we need 40-50
- Don: has heater in it, with propane, can make a shade hut, or put up 2
- Nancy, or for small animals
- Diaz: hoops ones have seen, easy,
- Bret: need a letter for the grower
- Bob: as a unit of 2X4 8' light metal studs, for rabbit barn, 300 plus studs
- Frank Roque – the greenhouse guy, info to Kenny, \$5000 about getting letter
- Diaz: is there an example letter anywhere?
- Don: basically state that he is donating \$5000 GH to liberty FFA with ID# for accountant, doesn't matter who from as long as ID number, and non profit info
- Kenny: will put the word out
- Diaz that way can hear from them and then if no, go to foundation
- Move rabbit barn: have somewhere to move it to, with new farm area, after madera fair
- Having projects here, controlled environment, heating and cooling guy, student dad that will hook it up
- Tired of losing rabbits – Katuin, dogs, heart, babies
- Diaz: want to go to state fair and that will help
- **14-15**
- New teacher if not sooner
- Floral class, ag foods and nutrition class, foods room not being used
- Diaz – cooking, Katuin does not cook 😊

- Expand to a show ring, some wash racks, poultry area
- **15-16**
- More kids in program, another ag truck or van, to be available, livestock going to be practicing in Reedley a lot, and just jump in and go, instead of district paperwork
- **16-17**
- Have a room dedicated to ag leadership
- 250-275, half of school, a work room that the kids can just go into and work instead of using shared spaces
- Diaz: aggressive 5 year plan, in terms of past ones, but for seeable, ground up but moving
- Bret – work in progress, anything need out of us?
- Diaz: keep talking good about the program, the community talk drives the program as well, we run quality program and trying our best and working every day, stay positive
- Bob: where going to teach welding, out of containers?
- Diaz: curtains and carts outside
- Bob: wind will kill it
- Diaz: Privacy fencing breaks the wind
- Bob: don't see it happening outside, going to have to move machines in and out, hook up power, no time to teach, elements are different ball game
- Diaz: told bret, want to meet with Bob and set up a couple of stations with arc and the mig be mobile for trailer building or whatever
- Bob: will it be enclosed where roof is?
- Diaz: come out and I will show you and get your insight, what would be a good day?
- Bob: free next week
- Don: how big of a room?
- Diaz: 3-4 stations about 4-5 foot wide and go across, up against the van, will have to show you?
- Kenny: curtains wont stop wind
- Diaz: privacy fence will
- Nancy: welding outside not good idea?
- Bret: right for teaching
- Katuin: people do it, but
- Kenny: not so good for beginning
- Bob: not the way to teach it, teach inside then go out
- Diaz: practicality, goal is to have the kids welding
- Bob: mine too
- Diaz: shop somewhere in the future, until then gonna have to compromise and go for now,
- Bob: inside shop, wind even affects the weld
- Don: kids wont want to weld outside because if weather
- Bret: need room ASAP

- **UPCOMING FFA**

- Katuin: Past 2 FFA meetings, 2 opening and closing contests, Reedley showmanship day 4 award winners, GH conference, National Convention, next week BIG, regional meeting,
- Diaz: upcoming: tomorrow judging team meeting, want to do separate fundraising for food and things, start at UC Davis, Dinpuba, merced, modesto, Pomona, Reedley, Fresno, SLO, prospectively 8 kids on livestock, about same on specialty, same BIG, and horse judging group, going to have to get parents printed to drive, blessing
- 2 years ago took 2 kids to Davis, last year 12
- Don: do one day in Davis, how many kids?
- Katuin: long day, but we do it, 11 to all the contests
- Nancy: place to stay there?
- Katuin: have to say funds for Pomona and SLO
- Diaz: goal to take a bus to field days
- Road show on Monday, Diaz going to go to Kruze tour and mech session,
- Sectional BIG and Banking – taking kids to both, BIG we were 2nd last year, this Saturday practice with BIG and a couple next week to gear up
- Christmas
- Bret: calendars let us keep up with everyone
- Don: asked about fair letters
- Katuin: I was the letter Nazi ☺ last ones are out yesterday, with mystery mail ones to check on
- Next meeting: February 28th is that ok? 5:30 ok done and will send out email
- Concerns:
 - Diaz: a parent that gets steel for weld practice, wants to get a bin out there so they can through it in and bring it out to us, Duke, if can locate a heavy duty bin to store
 - Kenny: how move it?
 - Nancy has a fork lift
 - Bob: need 2
 - Kenny: I can get you a couple
 - Talked with Bret, need to bring up with boosters, engineer the farm
 - Looking for a college student or someone available to design and build that will be usable and proud of so kids won't leave district, don't think they are now like in the past already
 - Let know any ideas
- Panian:
 - Sent out about career fair, not a lot of representing from Ag field
 - This Friday
 - Nancy will there!
- Pass out posters, will profit about \$200
- Katuin: made profit on accident but whooray
- Diaz: so excited
- Kenny: always make a profit

- Bret: Schafer metal missing
- Diaz: complaints
- Katuin: Alphabetical!

Adjourn: at 6:45 move by Kenny, 2nd by Don, Bret adjourn

Minutes LHS Ag Advisory

Feb 21, 2013

Present:

Bret Mercer

Nancy Finley

Don Farnesi

Kenny Warnock

Tom Cornell

Diaz

Katuin

Panian

Guest Mark Toole

Call to order by Bret 5:33

Welcome

Previous minutes read – send before meeting next time

Move to approve – Don

2nd Nancy, pass voice vote

Past activities

Diaz:

Calendar on website available, as well kiosk updated, WASC,

Dec-

Reedley show day, won 1st and 2nd overall, and some subcontest winners, record 180 students, kids that have never shown, Tyler Bird won, showing a lamb this year, Bennett was 2nd and showing a pig this year

- Opening Closing Tranquility – won 1st all divisions – practice before sectional, small contest
 - o Sectionals – at Reedley College Officers we think they were 4th, greenhands won 1st and 4 out of 6 best officers at sections
 - o Bronko – best president in open out of no where, came back sr year, missed jr year
- State Farmer Degrees – 2, had students that weren't finished with 2 years, going to have a lot, low ball park 15, more kids staying in, active, from now on should stay pretty high numbers Justin Chase and James Vandergriff
 - o Justin Star Section Farmer, didn't win Region
 - o Katie Section Placement Ag Mech and Repair, lost to Tulare at Region, gonna go to Chow and State Fair
- Speaking Contest on 7th of Feb, 3 impromptu, 2 creed, 2 job interview, Katie goes to Region for Impromptu, won 3rd at section
- MFE/ALA 8th and 9th, Katie interviewed for region office and got slated for reporter, working on speech, almost 18000 in SJ Region, only a sophomore, rare, Regional Advisor gave us critique for her, move her onto higher levels in the future, had a goal of officers, 3-5 years a regional officer and met that
- FFA Week – class contests
 - o Monday – bowling with officers, build up steam
 - o Tuesday – egg toss, FFA Meeting that night, 60-70 members every time, few parents
 - Meeting before – Greenhand Ceremony, first ever, had chile verde, green, will have to go to theater next year, be good with that ceremony, had 82 Greenhand Degrees, The greenhand officers ran the meeting
 - Bret – did invite advisory? No sorry ☺
 - Reserve theater for this for next year first thing

- Bret – admin? Yup Mann came by and saw how full
- Katuin – painted hands green, not stinky
- Kenny why separate>
 - Wanted to do whole ceremony, less at banquet, freshmen took over to run meeting and see the responsibilities of a mini banquet, help getting students to run for office as well
- Don – invite 8th graders next year?
- We like that idea, we did invite parents and families, want to this year at JR high doing a flyer for one of the last meetings and bring them in
- Bret – must be in class for FFA
- Yes -must
- Wednesday – Tire Throw, freshmen won, Johns Incredible took 63 kids, sectional activity
- Thursday – hot dog eating contest, lots of fun, sophomores won
- Friday – FFA spirit
- Saturday – Regional Meeting in Reedley, excited for Katie
- Bret – farm show
 - YES! CDE teams cost lots of money, long day for Davis, Katuin wanted Hotel, that day get email for PG&E, schools to work and get \$500, boom done, kids went in uniform, Andy went and checked out, Mark checked it out
 - Bret – bus anyway?
 - Yes, go anyway every year 40-50 kids
 - Andy saw mobile welding unit from West Hills College, they want to do a presentation to the board
 - Mark – Andy cut visit short, he was impressed and wants to take a day off next year to go to whole show, and talking to WHC extended invite for field trip to WHC and look at excess equipment
 - Going to recognize at State Conference, danishes, hot dogs, balloons
 - Even had non judging kids helping

Upcoming Fair Projects

Katuin – 8 goats going to fair, \$250, 56-75 lbs, Rabbits have 5 does bred, ultrasound, have 4 pens here, trial run at fair lifting limit, singles fryers added, pen going to Salinas, Turkeys – 2 kids going

Kenny – Pittman Farms –heritage birds, free range birds, willing to help to not do Fosters, kill plant or grow outs

Diaz – 12 hogs, weighing and out and about first couple weeks, some doctoring, healthy, all 90 lb avg, putting pens together for couple kids that needed help, used some panels that were donated at some point, the chain link ones, neat watching first project, 9/12 brand new kids, pigs harder to move around and practice, but gonna try and go to a house and practice.

Don – price?

\$250, got group rate, one got high priced, one goes to sale and gets, Porter donated a pig to another kid

Kenny – what panels are out?

Diaz – panels that came from Sierra View, not the good panels, 4 panels that were at Hutchings are at Dotsons, loaning out the chain link

Kenny – get inventory so know who has what?

Don – who fronts money ?

Diaz – kids paid Mrs Dunn, and school pays one check to take to breeder, couple kids made payments, spread out in breeds

Sheep – 9 lambs, 2 breeding, one student is breeding her own sheep now, has a bred ewe, might be lambing at fair, only breeding project right now. Bennett thinking about showing some CA Reds and showing some breeding, gal wants them to be exhibited, she used to show them, it's an experience, gotta look into fitting them. \$300 lowest, great deal, Turlock avg was 1500-2000.

Kenny when got lambs?

Diaz – most couple weeks ago, and remainder next week, Ben is the breeder holding them on ewes longer for us which is nice

Got 2nd at Madera for group chapter to minarets, beat Madera and Firebaugh, would love a breeding flock,

Kenny – where get other ones?

Diaz – Mt SAC, only other place could get into the \$300 price

Kenny – buy back breeders?

Nope – terminal sale,

Don – what he charge?

\$300 for Chowchilla fair, other kids coming up with 5-600 for sheep

Chickens – 4 market chickens, and a showing chicken kid with some pullets – Ostrolorps,

Bret- I have a show stick, what you need out of us for fair?

Diaz – more kids showing than in the past, talk to people, we talked to Stanislaus Farm Supply, Marty deals CCS for them, not a lot from you guys, come out and support

Don – steers?

Diaz/Katuin – couple feeder calves, gonna take him the chute to work with

Tom – when fair

Katuin – sale is May 18th, week after Mothers Day

Chem

Want to fill spot for Jrs in science to keep them in program easier with their schedule, Hannigan put on schedule for kids, lots signed up, did paperwork for Hannigan, waiting for request,

Bret – think it will work?

Diaz – hope so, going to board

Toole – art credit

Katuin – want floral design

Bret- who teach Chem

Katuin

Kenny – who requested?

Katuin – my bio class

Diaz – hoping multiple sections of mech

Panian – don't know exact numbers, but by interest need to get to board and should be go

Kenny – how many classes could you offer

Diaz – potential for 11 periods if did 0 period, kids aren't sure if they can stay in

Bret – how keep n?

Katuin – TAs right now for a couple

Kenny – how many classes do you have?

Diaz – 3 subjects, 4 periods

Katuin – 3 subjects, 5 periods

Kenny- will CHem fill the 6th?

Katuin, no will take out a math

Panian – probably Contemp Math will go somewhere else

Bret – can kids currently make it 4 years

Yes

Bret – let know when the board meeting is

CDEs

Katuin

We start at Davis next weekend, go through all colleges, sponsor forms, different levels on Tshirts, money going to transportation, hotels, registrations, food,

Kenny – what are costs on season, per kid

Overnight – about 900-1000, day trips few hundred, we cook, get WinCo sandwichs, \$5 pizza,

Nancy – Pomona?

Yeah, Diaz mom and brother cooked for us ☺

Bret – we need to find sponsors for you

Don – Friends of the FFA, get the families involved

Diaz/Katuin – we brought the parents together and talked about money and possibly a drive through dinner or spaghetti dinner or something, Madera has huge Alumni,

Don- yeah that's hurdle, but was parents wanting more money for fair and helping their kids, is Golden Valley Ag Foundation separate from school?

Toole – yeah approved booster club through board

Kenny, ummm yeah I guess

Bret- fundraising for FFA

Diaz – meeting next week and get back on track with them and move forward, program moving forward and stronger

Don – good idea, get parents

Katuin – that's what it was for, just like football and baseball, for parents to help, but hasn't been that

Nancy – offered nursery/yard for events

Diaz – LB teacher wants to be in boosters, sister goes here

School Farm

Diaz – next week will be seeing where we are at with Boosters, hopefully positive and get going, want to see a farm, greenhouse need to go take apart and put somewhere, got snowball going, but need to keep it going, more to report later

Kenny – could go rather quickly, but need to apology letter for letter written to them

Diaz – talk about that next week, call us and talk, we have never gotten a call

Bret – not for ag advisory

Mark – greenhouse going....when that needs to get that going.

Don – no kids, need to set up with him and he will take out and Frank give combo to the gate

Mark – can I spear head that?

Bret – where store?

Mark – set down there?

Diaz – stack it neatly

Don – just pipe frame, easy

Diaz – hoping to do it during spring break, last week of March, couple days to dedicate to that

Bret – with everything going on, where are you at if had no outside help as far as admin, school facility, equipment? Are dependent on outside help?

Diaz – hoping for working things out and getting going, doesn't get going, then going to stay status quo,

Don – admin?

Diaz – waiting on next week?

Don? No admin support?

Diaz – they fenced in most of it for us,

Panian – there have been conversations for group crews, labor side is there,

Diaz – Baughman offered help, even asked if needed help with greenhouse

Kenny – willing to help, but not front expense

Don – any one put together site map

Diaz – have not, need to

Kenny – rough drawing of the 10 acres, very rough for board presentation, school seems like behind whatever we do on the 10 acres, will help with what they can

Diaz – in good set up, even with poor economy, board and super very supportive pro-ag or we wouldn't be where we were

Bret – suggest site map getting done

Tom – do you have the lot footage

Diaz – 10 acres, but written down somewhere

Kation – he wants dimensions

Tom – get dimensions, and he will put up a map

Bret – Mark any plans for road?

Toole – fire road

Bret – paved, wider?

Toole, nothing I know of, not lots of equipment

Kenny – talking about putting in animal barn that would be able to be movable, thinking that's the big part, get projects here instead of spread out

Don – have enough panels for now?

Yes,

Kenny – how many hog panels?

Diaz – 25 of them, Roger has them stored there, 16 foot welded wire, approx. \$30

Toole – madera county panels intended for practice pen,

Ag Mech

Thank Tom for cutting owl boxes, making \$1600 on that project

One of farmers over here, Brian, asked for 40, and already paid half to get materials and other ½ when get them done, picked up pieces Thursday, started Tuesday and should be done Friday, Math did price break down and all but 6 painted and hinges on and get em out before WASC gets here.

Bret – letter of thank you to Tom

Diaz – hope he comes to Banquet as well

Tom – latches?

Diaz – unsure, will have to look

Bret – west hills

Diaz – set up a pepsi truck and put all electicals in front and breaker on each welder, where each door rolls up out comes table and welder, like the concept, talked to Bob in November, how to facilitate something not a shop right now, a C-van set up with roll up doors and exhaust on top, but not a lot of area to do projects, but outside, expand fence and more outside work area. Not perfect, but is a solution. Would love shop, but, have to provide what we can to the kids, Mark talked to WH a lot, they set up a new shop in Coalinga and have a surplus of equipment, he wants to come out and talk to the kids, want him to come out to Ag Mech and offered to meet with district and how it could be set up, talked to Alvarado, and he said get info together, getting going, getting more kids,

Mark – WH says would be able to have kids do trip to WH, and Andy on board with that as well

Bret- how are we on track for next season and getting to 1 and 2, freshmen in it

Diaz – stick with ag mech 1 class, and have the freshmen, the srs that stay will do bigger projects and more on the welders and such

Kenny – enough kids for 2 classes?

Diaz – not enough kids to offer a whole advanced class, 9 Jrs right now, 2 sophomores, and 5 or 6 Srs,, nice to have about 20 in Mech to fill a section

The Jrs are already thinking what bigger projects they want to start on next year

Kenny – what?

Diaz – trailer, he will need some welding skills to start off

Kenny? Are welding now?

Diaz, not now, maybe Saturdays if they come in, not quite the set up yet for in class

Chuck Larue – 10X20 rabbit barn, already budgeted, put him to work, he got plans in yesterday with materials list, gonna be ordering tomorrow/next week, talk to Kenny to joint order some stuff

Anticipate rabbits going and into April have a project for the fair, either an electrical board or something small, 1 per kid

And landscapes at the fair

Other

Don – how much AIG?

Diaz about 10,300 plus match, lost a little so about 8,900 so 17,800 total

Toole, plus we got specialized grant

Katuin – if get back under 28 then get some money back

Don – do we have access to money amounts?

Diaz – yeah, Tonya gives us info,

Kenny – big rush to spend?

Diaz – its all AIG money, no extra this year, hoping to make it through this year

Don – get running total

Yes, ask and we can get, part of it is receipts getting put in in time and such, book keeping gets behind on POs sometimes.

Don – all money spent through this department?

Diaz – yes, its us, like CDEs sponsors will give us more money left in AIG, looking like 800 so far, lost money because of higher class numbers over 28, either that or don't let the kids take the class

Kenny – make DO pay for that,

Diaz – they are already matching it

Next meeting in May 2nd before banquet and such 5:30

Anything else – inventory of panels?

Don – good to know money amount left in AIG

Kenny – can I see ASB & AIG?

Adjourn move by Kenny, Panian 2nd, Bret says so 7:27

P. Current Year Budget

April 2012

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2012-13 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2012)

DATES OF PROJECT DURATION - JULY 1, 2012, TO JUNE 30, 2013

Liberty High School

(School Site)

Golden Valley Unified School District

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: **559-664-7756**

Date of Approval of Local Agency Board:

7/24/2012

Funds Requested - Part I

\$4,500.00

Part II

\$1,096.00

Part III

\$0.00

Part IV

\$10,000.00

Part V

\$0.00

Total

\$15,596.00

Number of Different Agriculture Teachers at Site:

2

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	x	
2. Leadership and Citizenship Development	x	
3. Practical Application of Occupational Skills	x	
4. Qualified and Competent Personnel	x	
5. Facilities, Equipment, and Materials	x	
6. Community, Business, and Industry Involvement	x	
7. Career Guidance	x	
8. Program Promotion	x	
9. Program Accountability and Planning	x	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	\$4,500.00
Three Teachers or More	\$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2011-12 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	137	\$1,096.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2012	4	
Percent of Students (R2) Receiving State Degree	3%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for \$200 per degree awarded. Maximum of \$10,000.		FALSE

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

1. Francisco J. Diaz Jr.	4.
2. Anne Marie Katuin	5.
3.	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	2	\$4,000.00
Criterion 11A - Year-Round Employment	2-Jan	\$4,000.00
Criterion 11B - Project Supervision Period	1	\$2,000.00

TOTAL FUNDS REQUESTED PART IV

\$10,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

N/A

PART VI - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		3,000.00	3,000.00
2			Subtotal for 4000	\$3,000.00	\$3,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. conference fees	2,000.00	2,000.00
4			2. transportation	2,000.00	2,000.00
5			3. judging team fees	1,000.00	1,000.00
6			4. horticulture material	1,000.00	1,000.00
			5.		
7			6.		
8			Subtotal for 5000	\$6,000.00	\$6,000.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. intro to ag mech supp	1,250.00	1,250.00
10			2. small animal facility	750.00	750.00
11			3. livestock equipment	1,500.00	1,500.00
			4. computers	1,896.00	1,896.00
12			5. horticulture supplies	1,200.00	1,200.00
13			Subtotal for 6000	\$6,596.00	\$6,596.00
14			Total for 4000-6000 Lines 2, 8, 13	\$15,596.00	\$15,596.00

TOTAL 2012-2013 Incentive Grant Allocation:

\$15,596.00

Part B - Complete this portion if a waiver of the matching requirement is applied for:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

Q. Signed Articulation Agreement

We do not currently have an articulation agreement between our Ag Department and any colleges.

R. Graduate Follow-up System

Our department does not currently have a graduate survey instrument in place. We have been such a small program when it comes to our seniors and program completers that we know what the few students are doing. We have kept in contact with them being that we are a small community and they are the start of our program. In the near future, however, I feel that we will need to create (or get from another program) a survey tool that we can email or mail out each year and ask that it be sent back to our department. Below are the results of our graduate survey for our chapter's entire history, 2008-2012.

Graduates for Spring: 2008 Go		
Last Name	First Name	Graduate Status
Perry	Megan	Four Year College-Ag Major
Foster	Christopher	Two Year College-Non-Ag Major
Printed: 3/27/2013 4:04:31 PM		
Count: 2		

Graduates for Spring: 2009 Go		
Last Name	First Name	Graduate Status
Bowe	Kylie	Two Year College-Ag Major
Shandor	Jordana	Four Year College-Ag Major
Printed: 3/27/2013 4:05:13 PM		
Count: 2		

Graduates for Spring: 2010 Go		
Last Name	First Name	Graduate Status
Chase	Jordean	Two Year College-Ag Major
Lamphear	Nicholas	Location or Position Unknown-
Perry	David	Four Year College-Ag Major
Foster	Patrick	Two Year College-Non-Ag Major
Printed: 3/27/2013 4:05:55 PM		
Count: 4		

Graduates for Spring: 2011 Go		
Last Name	First Name	Graduate Status
Drake	Daniel	Two Year College-Non-Ag Major
Hart	Justin	Two Year College-Non-Ag Major
Bowe	Megan	Employed - Parttime-Non-Ag Job
Barr	Amy	Two Year College-Non-Ag Major
Printed: 3/27/2013 4:06:34 PM		
Count: 4		

Graduates for Spring: 2012 Go		
Last Name	First Name	Graduate Status
Quandt	Faith	Two Year College-Ag Major
Zunkeller	Rachel	Two Year College-Ag Major
Cornell	Brennen	Military-
Gosselin	Sharon	Two Year College-Ag Major
Printed: 3/27/2013 4:07:10 PM		
Count: 4		

S. List of Active Placement Sites

We do not currently have active placement sites for students in our program. Students with placement SAE projects have gained employment on their own.

T. Recruitment Activities and Materials

We have multiple recruitment opportunities throughout the year. As our program continues to grow, this gets easier because other students in the district, both elementary and middle school, as well as high school students not in the program are hearing about us and our achievements.

Last year, we took officers and other active students to the middle school on the same day that the counselor went to give her presentation on course offerings to the 8th grade students. Our FFA students came up with a skit to perform for them about getting involved in the largest organization on campus and all the exciting opportunities there are within the program. Unfortunately, we hit some bumps with students being absent and while the skit didn't quite work out, we still went and the students talked about different topics and their experiences in FFA.

This year we had a new idea come up within our officer team. The students wanted to create an oversized poster calendar, similar to those that the football and other sports teams make and hand out each year. It turned out awesome. Not only did we put them everywhere on campus but also at the middle school and businesses in the community.

Each year our high school has Open House in the spring. It is a really cool set up, like a job fair style event, and each department has a booth in the gym. The 8th grade families are invited as well. Actually, a good portion of the parents we see that night are 8th grade parents. We get to talk to them about course offerings and opportunities in the FFA program. We set up our banners, stations, scrapbook, handbook, text books, and examples of projects created in class.

We have also been getting FFA pictures and information into the local paper and the principal's weekly newsletter that is sent out district wide.

We are getting more and more students each year signing up for our classes and are at 1/3 of the school population on our roster. Not only are these young students coming in, but also students already in high school joining in their junior and senior years and telling us what they realized they missed out on by not starting from the get go.

This year we missed going to the middle school with the counselor as she did everything extra early and fast in January due to her having to go on maternity leave. But, from preliminary numbers, things are looking good. We have a lot of very active and excited freshmen this year that talk to and are friends with 8th graders and have told us they spread the word for them to sign up for Ag classes!

RECRUITMENT SKIT

****Faith, Cardoza, Chase, Isaiah, Bennet In Uniform**

****Alli, Logan, Both Krezmens In FFA T-Shirts**

****Sawyer In Greenhand Conference Shirt**

Alli, Logan, Sawyer, Katelyn together talking about clubs and high school

Alli: Guys, what do you think about all the clubs to do here in high school?

Logan: I don't know there is just so much to choose from

Sawyer: Yeah and I am already doing sports too, its basketball time.

Logan: I played football last semester and maybe I will golf this semester

Alli: I'm playing soccer right now.

Sawyer: I just am not sure what else I want to do. How bout you guys?

Alli: Well I have been thinking about getting into FFA

Logan: Yeah me too, so far it seems pretty awesome. Hey look! Aren't those some of the officers and other memebers, I think Faith is the President.

(Faith, Chase, Cardoza, Bennet, Isaiah, S Krezman)

S Krezmen: Hey guys. How is your freshmen year going?

Sawyer: We are wondering what to get more involved in.

Faith: Well, FFA has a HUGE variety of things to get involved in.

Chase: Yeah we have conferences and contests to travel to and participate in all year. Even ones just for Freshmen!

Sawyer: Yeah I did go to the Greenhand Conference last semester, it was awesome!

Alli: Oh yeah, I was on a team for the Opening Closing Contest, it was so much fun!

Bennet: Heck yeah, my team won 1st place against all the other schools around the valley! And I won first place for my part too!

Faith: We also have judging teams we are starting for this semester.

Alli: I have been going to practices for the Specialty Animal Team, it is really interesting.

S Krezmen: I am on the Meat and Livestock team.

Isaiah: Me too, it's so cool!

Bennet: I am on the freshmen Best Informed Greenhand team.

Braden: We also do a lot of projects and take them to the fairs.

Logan: Me and Sawyer are thinking about raising turkeys for Chowchilla, we are pretty excited about it.

Sawyer: Hey, so what classes are you guys in to be in FFA?

Cardoza: I am in Vet Science

Faith: Last year I was in Landscape Horticulture, that class will be open again next year.

Chase: I am taking Ag Biology. What classes are you guys in?

Logan: I am in Ag Earth Science.

Sawyer: Yeah, me too.

Alli: I am in Ag Algebra.

Krezmen: You guys are smart to get involved with FFA your freshmen year, I wish I had!

Bennet: I plan on being involved all through high school!

TOPIC ASSIGNMENTS

Sawyer: Greenhand Conference

Just for freshmen

Meet lots of students from all over

Leadership and team building activities

FUN!

Bennet: Opening/Closing Contest

3 teams - Officer, Open, Greenhand

Compete against other schools from around the valley including Clovis and Minarets

Greenhand team won 1st place

We had 4 Outstanding officers

Logan: Reedley Showmanship Day

Learn about showing different beef, sheep, and pigs

Even got to compete against everyone

Some students from our school won!

Alli: Specialty Animal Contest

Learn about rabbits, dogs, cats, goats, hamsters, rats, mice, and caviars

Grooming and veterinary tools

Judging rabbits and giving reasons

Isaiah: Carcass Evaluation and Livestock

Evaluating meat, both whole carcasses and retail cuts like you see in the store

In Livestock we learn about pigs, sheep, and cattle and how to judge them and give reasons

Katelyn: BIG

We are a freshmen team and we learn all about the FFA and everything that it is about, its history, and people involved

We compete through a test against other schools freshmen.

All 3 of the teams are going to be traveling to Colleges and Universities all over the state to compete against schools from all over the state.

Chase: Being an Officer and Leadership

What it takes

What you enjoy about it

What you get out of it

Cardoza: Showing Livestock and projects

Different species – rabbits, turkeys, chickens, sheep, pigs, beef

Raise them and then show and sell

Other projects also, mechanics, gardens, working and volunteering

Faith: Fair experience and Summarize

Grand Champion experience

We have a lot to offer that helps you develop leadership, team work, sportsmanship, public speaking, and a great time in high school!

Diaz: Current Classes – Ag Bio, Ag Earth, Vet / Landscape

Katuin: Current Classes – Ag Algebra

Diaz: Possible Classes – Intro to Ag Mechanics, Ag Business

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September
 11th Ice Cream Social 6:30
 Cafeteria
 19th Sectional Blackboard's
 Activity

October
 8th FFA Meeting 6:30 E-9

November
 4th Greenhand Conference Clovis
 East
 7th Transquility Opening Closing
 Contest Open
 13th FFA Meeting 6:30 E-9

December
 14th Sectional Opening Closing
 Contest Roadway Open
 20th Sectional HIO & Bookings Con-
 test Saenger Open
 11th FFA Meeting 6:30 E-9

January
 12nd FFA Meeting 6:30 E-9

February
 1th Sectional Speaking Contest Cla-
 vis East Open
 8-9th MFE/ALA Conference Visalia
 12th FFA Meeting 6:30 E-9

**13th Sectional Farm Records & Co-
 Op Contest Lemoore Open**
 14th Tulare Farm Show

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THE MADERA - LIBERTY

FFA TEAM

2012-2013 Officer Team
 Secretary Katie Bennett, Sentinel James
 Vandergriff, Treasurer Hunter O'Brien,
 President Justin Chase, Vice President Seth
 Krezman, Reporter Michelle Heim

19-22nd National FFA Week
 Luncheon Activities
20th Sectional Activity John's
 Incredible Pizza

March
 2nd DC Davis Field Day
 9th Dineco Specialty Rental
 Contest
 12th FFA Meeting 6:30 E-9
 16th Manned JIC Field Day
 22nd Officer Applications Due
 23rd Madera JIC Field Day

April
 2nd State Degree Banquet Fresno
 Fairgrounds
 8th Cal Poly Pomona Field Day
 9th FFA Meeting 6:30 E-9
 13th Roadway JIC Field Day
 18th Fresno State Field Day/State
 Finals & Duncan Poly Contest
 20-23rd FFA State Conference Fresno

May
 4th Cal Poly SLO State Finals
 8th FFA Banquet Deora Open 5:30
 Theater
 13-19th Chowchilla Fair

June 7th Last Day of School

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 Madera, CA 93646

MADERA-LIBERTY FFA

Agriculture Classes Currently Available:

- Ag Biology
- Ag Earth Science
- Ag Algebra 1
- Contemporary Math
- Vet Science
- Landscape/Horticulture
- Intro to Ag Mech

Possible Classes in the Future:

- Advanced Ag Mechanics
- Ag Chemistry
- Ag Leadership
- Floral Design

Projects:

- Livestock
 - Swine
 - Lamb
 - Beef
 - Goat
 - Rabbits
 - Poultry
- Landscape/Lawn Care
- Mechanics
 - Welding
 - Engine Repair
 - Tractor Rebuild
- Placement
 - Retail
 - Farm
- ENDLESS Possibilities!

Conferences:

- Chapter Officer Leadership Conference
- Greenhand Leadership Conference
- Made for Excellence/Advanced Leadership Academy
- State Leadership Conference
- National Convention

Career Development Events:

- Public Speaking:
 - Opening/Closing Ceremonies
 - Creed
 - Impromptu
 - Prepared
 - Extemporaneous
- Teams:
 - Livestock
 - Meats Evaluation
 - Specialty Animal
 - Best Informed Greenhand
 - Farm Power
 - Light Horse Judging
 - Many more for students to choose from!

U. Staff In-service Record

**San Joaquin Region
Inservice 2012-2013
Attendance Chart**

Section Mtgs

Section	Schools	Teachers	1	2	3	4	5	Fall Regional Meeting	Roadshow	Spring Regional Meeting	Summer Conference
EFM	Liberty	Diaz, Francisco	X	X	X			X	X	X	
EFM	Liberty	Katuin, Anne	X	X	X			X	X	X	

Agricultural/CATA

Fall Sectional Meeting

Fall Regional Meeting

San Joaquin Region Road Show

State Degree Scoring

Spring Regional Meeting

Spring Sectional Meeting

CATA Summer Conference & Skills Week

Liberty High School

Monthly Staff Meetings, 1st Thursday of each month

Bi-Weekly Science Department Meetings

Monthly Math Department Meetings

Additional Staff Meetings/In-service as scheduled

Ag Department Meetings – almost daily

V. Staff Minutes

As an Ag Department we meet almost daily either in person or by email/phone and discuss something in the department. We do not have scheduled department meetings for the 2 of us, but do schedule time to sit down together when needed for something larger than a passing period or an email.

Mr. Diaz and Ms. Katuin attend Science Department Meetings, the Department Head turns in minutes to administration. Ms. Katuin also attends Math Department Meetings, the Department Head turns in minutes to administration.

W. Department Inventory

We do not currently have an inventory list within the department. However, Mr. Diaz is working on completing that this spring.

X. List of Courses that Qualify for Alternative Credit

Intro to Ag Mechanics

Landscape Horticulture

Vet Science

One repeated attempt of Ag Algebra 1 may be taken for Elective Credit

13. Advisory Committee Agendas

Agriculture Education Advisory Committee Meeting

August 28, 2012

5:30 pm, LHS Library Conference Room

Golden Valley Unified School District

In Attendance:

____ Bret Mercer	____ Francisco Diaz
____ Bob Naden	____ Anne Katuin
____ Nancy Lovel	
____ Don Farnesi	____ Frank Panian
____ Kenny Warnock	
____ Brad McDonald	
____ Tom Cornell	
____ Joe Rodriguez	
____ Tom Greci	

Meeting Agenda

1. Welcome
2. Attendance
3. Reading of the Previous minutes
 - a) approve minutes
4. Summer report
5. Fair project update
6. Classes this year
7. Ag. Mech
8. any other issues and concerns
9. adjourn

Agriculture Education Advisory Committee Meeting

November 26, 2012

5:30 pm, LHS Library Conference Room

Golden Valley Unified School District

In Attendance:

____ Bret Mercer	____ Francisco Diaz
____ Bob Naden	____ Anne Katuin
____ Nancy Lovel	
____ Don Farnesi	____ Frank Panian
____ Kenny Warnock	
____ Brad McDonald	
____ Tom Cornell	
____ Joe Rodriguez	
____ Tom Greci	

Meeting Agenda

1. Welcome
2. Attendance
3. Reading of the Previous minutes
 - a) approve minutes
4. Fair report
5. FFA Update
6. R2 and AIG info
7. Ag. Mech
8. any other issues and concerns
9. adjourn

Agriculture Education Advisory Committee Meeting

February 21, 2013

5:30 pm, LHS Library Conference Room

Golden Valley Unified School District

In Attendance:

____ Bret Mercer ____ Francisco Diaz

____ Bob Naden ____ Anne Katuin

____ Nancy Lovel

____ Don Farnesi ____ Frank Panian

____ Kenny Warnock

____ Brad McDonald

____ Tom Cornell

____ Joe Rodriguez

____ Tom Greci

Meeting Agenda

1. Welcome
2. Attendance
3. Reading of the Previous minutes
 - a) approve minutes
4. Upcoming Fair Projects
5. Ag. Chemistry
6. CDE competitions/ sponsors
7. School Farm
8. Ag. Mech progress
9. any other issues and concerns
10. adjourn

14. Advisory Committee Minutes

For Advisory Committee Minutes, please see Tab O of the Comprehensive Program Plan in Appendix 12

15. Advisory Committee By-Laws

CAREER TECHNICAL EDUCATION ADVISORY COMMITTEE

BY-LAWS

Article I Career Technical Education Advisory Committee

Section 1. Purposes

- (a) Advise the Career Technical Education (CTE) Teachers, CTE Coordinator, Site Principal, District Superintendent, and School Board on matters pertaining to the CTE program.
- (b) Advise on the development and content of curriculum.
- (c) Advise on the development and implementation of a program strategy which will result in a source of trained and qualified individuals.

Section 2. Membership

- (a) The School Board shall select and establish the Advisory Committee.
- (b) The CTE Coordinator shall convene the committee.
- (c) The members of the committee may be selected from a list submitted by the CTE teachers who may seek nominations from appropriate agencies and organizations.
- (d) The committee shall be composed of the following:
 - 1) A representative from a university conducting teacher training in a CTE area.
 - 2) A representative from a community college conducting CTE.
 - 3) A parent of a student enrolled in a CTE program.
 - 4) Eight other individuals representing diverse industries in the community or region.
- (e) Committee members shall serve a three year term. They may serve a second three year term if elected.
- (f) Following the initial establishment of the committee, the twelve members will draw numbers. The first four will serve a one year term, the second four a two year term and the final four a three year term. This will result in no more than one third of the committee being new in any given year.
- (g) The CTE Coordinator shall serve as the Committee Secretary.
- (h) Committee membership mid-term vacancies by resignation or other cause shall be filled in a timely manner for the unexpired term through appointment by the School Board.

- (i) Three consecutive unexcused absences shall be grounds for dismissal from the committee. Notification after two absences shall be sent to the member.
- (j) The committee membership year shall be September 1 through August 31.

Article II Officers

Section 1. Chairperson

At the first regular meeting in each fiscal year, the members of the committee shall elect a chairperson from the membership who shall serve one year or until a successor is elected. The chairperson shall preside over the meetings and determine the agenda with appropriate consultation with the CTE Coordinator. The chairperson will perform such other functions as are necessary and proper for the conduct of the committee's business.

Section 2. Vice Chairperson

At the first regular meeting in each fiscal year, the members of the committee shall elect a vice chairperson who shall serve one year or until a successor is elected. The vice chairperson shall perform the duties of the chairperson in his/her absence.

Section 3. Secretary

The CTE Coordinator shall serve as the secretary of the committee. In that capacity he/she will prepare and process agendas, process communications to the committee, keep the minutes of the proceedings of the committee and other appropriate records, make arrangements for the meetings, and provide committee members minutes, guidance and other appropriate information so that the committee may function effectively.

Article III Meetings

Section 1. Open Meetings

All regular and special meetings of the committee and its sub-committees shall be open to the public as required by law.

Section 2. Regular Meeting Dates

The committee shall establish policies related to regular meeting dates, frequency, times and locations.

Section 3. Special Meetings

Special meetings may be called by the chairperson and shall be called upon the request of at least one-third of the committee members. At least 36 hours notice of such meetings shall be provided to all members.

Section 4. Quorum

A majority of the current committee membership shall constitute a quorum. Action of the committee shall be decided by a majority vote of the members present.

Section 5. Meeting Policies

The committee may, as needed, establish policies governing other aspects of meetings such as notices, order of business, etc.

Section 6. Parliamentary Procedures

Committee meetings will be conducted according to these by-laws, adopted committee policies, and Roberts Rules of Order.

Section 7. Reimbursement of Member Costs

Committee members shall serve without compensation including travel and per diem.

Article IV Sub-committees

Section 1.

The committee may establish, as needed, standing and ad hoc sub-committees to perform designated tasks.

Section 2. Sub-Committee Appointments

The committee chairperson may make appointments of committee members to any sub-committee formed.

Section 3. Sub-Committee Chairperson

Sub-committee chairpersons may be designated by the committee chairperson.

Section 4.

The committee chairperson and vice chairperson shall be ex-officio members of all sub-committees.

Article V Policies

Section 1.

The committee may develop and adopt policies as needed to supplement these by-laws in governing the affairs and procedures of the committee.

Section 2.

Adopted committee policies shall be printed and distributed to all committee members and other interested persons.

Section 3.

The committee shall operate in accordance with established policies of the District.

Article VI Amendments to By-Laws

Section 1.

Amendments to these by-laws may be made at any regular meeting of the committee providing all the following conditions are met:

- (a) The proposed amendment has been submitted in writing to all committee members at least 30 days prior to the voting date.
- (b) A majority of the entire voting membership of the committee votes in favor of the proposed amendment.

16. Proficiency Standards

For Proficiency Standards, please see Tab L of the Comprehensive Program Plan in Appendix 12

17. Credential

For a copy of my credential, please see Tab M of the Comprehensive Program Plan in Appendix 12

18. Chapter Calendar

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June 2012

Revised May 11, 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 NC Delegate Apps Due	2
3	4	5	6	7	8	9 Tulare County Beef Boosters Dinner @ Ritchie Ranch 4pm
10	11 Regional Officer Retreat-Cayucos	12	13	14	15	16
17 CATA Governing Board Meeting	18 CATA Conference	19	20	21 Skills Week	22	23
24	25	26	27	28	29 AIG Apps Due	30

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July 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 GLC Registration Opens	3	4 Independence Day	5 Kings County Fair	6	7
8	9 ROLC-Bass Lake	10	11	12	13	14
15	16	17	18	19	20 State Fair Jr. Dairy Show	21 Tulare County Fair Fund Raising Dinner
22	23	24	25	26	27	28
29	30	31

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August 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12 Region Officer Meeting-Fresno	13	14	15	16	17 Region SOLS-Exeter	18 →
19	20 Back to school	21	22 Officer meeting 1-330	23 First day of school	24	25 SV COLC/CATA- Wasco
26	27 TK CATA Meeting- Tulare	28	29	30	31	

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30 →						1 Small animal show Poultry Chickens Rabbits LANDSCAPE 8-2
2 8-2 LANDSCAPE	3 Labor Day	4 State Staff Meeting- Galt	5 →	6 → Madera County Fair	7	8
9 →	10	11 Ice Cream Social 6:30 p.m. Seth in charge of meeting	12 Tulare County Fair	13	14 EFM/WFM COLC/ CATA-?? 5pm	15 →
16	17 Money due for blackbeards	18 Greenhand applications due To Diaz/ Katuin	19 EFM Activity Blackbeard's 5pm Kern County Fair	20 Madera Cotton Contest 5pm	21	22
23	24	25	26 Caruthers Fair	27	28	29 →
						→

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October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 Officer meeting after school Fresno Fair	4	5	6
7	8 Columbus Day	9 FFA MEETING 6:30 Bennetts meeting	10	11	12	13 Corcoran Cotton Contest 8:30am
14	15	16	17	18 Cow Palace	19	20
21	22	23	24 National FFA Con- vention Indianapolis	25	26	27
28 Washington DC Education Tours	29	30	31 Halloween

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November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Hanford Cotton Con- test 4:30 pm	2	3 State Cotton Contest- Fresno 8am
4	5	6 Greenhand Conference-Clovis	7 Tranquillity O/C 4pm	8 Officer meeting after school	9	10
11 Veterans Day	12	13 FFA meeting 630 Michelle	14 EFM O/C-Readley College 4pm WFM O/C-Madera 5pm	15 New Professionals Institute-Fresno	16 →	17 Region FFA/CATA Meetings-Lemoore 8:30 am
18	19	20 Parli-Pro Advisor Workshop-Foothill 4pm	21	22 Thanksgiving	23	24
25	26	27	28	29	30

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December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31					1 Clovis Nat. Res. 9am
2	3 Region Road Show— Visalia	4	5 Officer meeting	6 EFM BIG/Banking- Sanger 5pm	7	8 SV Speaking Contests-PBA 9am Mariposa Nat. Res. Contest 9am
9	10	11 FFA MEETING 630 Hunter	12	13	14	15 Exeter Citrus 9am Kern Speaking Contests-North 9am
16	17	18	19	20	21	22
23	24	25 Christmas	26	27	28	29

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January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day	2	3	4	5 Frontier Nat. Res. Contest 8am
6	7	8 State Staff Meeting- Galt	9	10	11 Sequoia Speaking Manuscripts Due	12 Reedley/Fowler Vine/ Tree Pruning Oakhurst Nat. Res.
13	14	15 Kern/SV/ES RB Scor- ing-Bakersfield Ag Pav. 4pm	16 EFM/WFM RB Scoring-Laton 5pm	17 Officer meeting With officers and Freshman team	18	19 Tulare Citrus 8:30am Dinuba Vine P. 8am Duncan Nat. Res. Clovis Tree P. 8am
20	21 Martin Luther King Day	22 FFA MEETING 630 Freshman officer team	23	24 EFM Manuscripts Due	25 Region Officer Apps Due	26 Hanford Citrus 8am Reedley College MW/ FD/ Nat. Res. State Finals
27	28	29	30 EFM/WFM RB Scoring-KHS 4pm	31

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February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 Winter State Finals- FSU
3	4	5	6 Officer meeting after school	7 EFM Speaking Con- test-Clovis 3pm	8 MFE/ALA Visalia Region Officer Interviews	9 →
10	11 NO SCHOOL	12 FFA MEETING 630 vandergriff Tulare Farm Show	13 EFM/WFM Farm Records/CoOp-Laton 5pm	14 Valentine's Day →	15	16 Duncan Land Contest 8:30am
17	18 Presidents Day	19	20 EFM Activity-Johns Incredible Pizza FFA WEEK	21 FFA WEEK	22 FFA WEEK	23 Region CATA/FFA Meetings-Reedley
24	25	26 State Proficiency Scoring-Bakersfield	27 State Proficiency Scoring-Galt	28 →

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March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31 Easter					1 UC Davis Parli Pro	2 UC Davis FD Hanford FD Western Dairy Classic-Hanford
3	4	5	6 EFM/WFM Parli- Pro-Sierra 4pm Officer Meeting after school	7	8	9 Chico State FD Dinuba Spec. Ani- mal-8:30am
10	11	12 FFA Meeting 630 Justin Officer apps available	13	14	15	16 Merced JC FD
17 SJ State Officer Can- didate Training- Fresno 10am	18	19	20	21	22 Region Speaking Contest-COS 10am Officer apps. Due at 330 p.m.	23 MJC Field Day
24	25	26	27	28	29	30

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April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 EFM/WFM State Degree Banquet-Fresno 6pm	3 Officer meeting After school	4 Officer interviews After school	5 Slate posted on kiosk during lunch	6 Cal Poly Pomona FD
7	8 Kern/ES State Degree Banquet-Ag Pav. 6pm	9 FFA MEETING 630 SETH	10	11	12	13 Reedley College FD Madera Welding/ Small Engines 8am
14	15	16	17	18 State Speaking- Fresno 11am	19	20 FSU FD/State Finals State FFA Conf. Clovis Welding 8am Duncan Spec. Ani. 9am
21	22	23 ↑	24	25 COS Ag Mania 4pm	26	27 Madera Floral Contest 8am
28	29	30

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May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5	6 EFM Officer Screening 4pm	7	8 FFA BANQUET Doors open at 530 Starts at 600	9 EFM/WFM CATA Planning/FFA Officer Elections-KHS 5pm TK Officer Elections 5pm	10 EFM Officer Apps Due	11 Cal Poly SLO State Finals
12 Mother's Day	13 Porterville Fair Chowchilla/Madera F	14	15 ES/SV/Kern AD Scoring-Taft 4pm	16	17	18
19	20 EFM/WFM AD Scoring- KHS 5pm	21 SEQ/TK AD Scoring- Tulare 5pm	22	23 Final AD Scoring- Fresno	24	25
26	27 Memorial Day	28 State Staff Meeting- Galt	29	30	31

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June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 Father's Day	18 Regional Officer Retreat-TBD	19	20	21	22
23	24 CATA Governing Board Meeting	25 CATA Summer Conference	26	27	28	29
				Skills Week		

19. Professional Development Plans

June 2012 – CATA Summer Conference and Skills Week

November 2012 – New Professionals Institute, 2nd year

November 2012 – Fall San Joaquin Regional Meeting

December 2012 – San Joaquin Region Road Show

February 2013 – Spring San Joaquin Regional Meeting

2012-2013 – BTSA completion

Spring 2013 – AGED 539 completion

June 2013 – CATA Summer Conference and Skills Week

Summer 2013 – Possible Chemistry refresher depending on Ag Chemistry passing the School Board

20. R-2 Report

[Home](#) [CalAgEd.org](#) [Directory](#) [R-2 Subject Query](#) [School at a Glance](#) [School Listing](#)

Select a school: << Select a School >>

Data for Year: 2012-2013

School:

CA0533 Madera - Liberty

Liberty HS

12220 Road 36

37479 Ave. 12

Madera, CA 93638

[Get Map](#)

Teachers: 2

Courses Offered:

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Ag Biology	32	Life Science	
Ag Mechanics	intro to ag. mech	18	Other	
Agriscience I	ag earth science	28	Physical/Earth Sci.	
Agriscience I	sae project period	28	Physical/Earth Sci.	
Other Ag	Contemporary Math	31	Math	
Other Ag	MICA Ag Algebra 1	27	Math	
Other Ag	MICA Ag Algebra 1	21	Math	
Other Ag	MICA Ag Algebra 1	24	Math	
Plant/Soil Science	ornamental horticulture	11	Does Not Meet	
	TOTAL	220		
	Average Class Size	24.4		

FFA Students by Pathway:

Pathway	Count
Ag Mech.	2
Agriscience	191
	193

FFA Students by Grade Level:

Grade Level	Count
9	80
10	46
11	27
12	35
13	4
15	1
Total	193

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	130
2	40
3	13
4	5
5	4
7	1
Total	193
Average Years	1.5

Freshman Persistence:

Cohort Year: 2009-2010

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	37	65%
2	10	18%
3	5	9%
4	5	9%
Freshman Cohort Students	57	
Average Years Completed	1.6	

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Site developed and maintained by the [California FFA Association](#).

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

**Liberty HS
R2 Student Report
Year:2012**

Gender

Schnum	ProgName	Male	Female
444	Ag Mech.	2	0
444	Agriscience	106	85

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Mech.	1	1
Agriscience	72	119

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Mech.	0	0	0	0	0	0	2
Agriscience	33	1	1	1	1	0	154

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	80	13	11	26	0	0	0	0	130
2	0	33	4	3	0	0	0	0	40
3	0	0	12	1	0	0	0	0	13
4	0	0	0	5	0	0	0	0	5
5	0	0	0	0	4	0	0	0	4
7	0	0	0	0	0	0	1	0	1
Total	80	46	27	35	4	0	1	0	193
Total 9-12									188

Freshman Persistence:

Cohort Year: 2009-2010

Years in Ag Completed	Count	Percent
1	37	65%
2	10	18%
3	5	9%
4	5	9%
Freshman Cohort Students	57	
Average Years Completed	1.6	

*Prior to 2010 Hispanic is listed as a race.

21. Travel Request

**GOLDEN VALLEY UNIFIED SCHOOL DISTRICT
REIMBURSABLE EXPENSES FOR TRAVEL
CONFERENCE/WORKSHOP – BUSINESS
ADMINISTRATIVE POLICY AND PROCEDURE**

The following items are reimbursable while on school business, attending conferences and workshops or while visiting other districts when approved. All reimbursement amounts shall be limited to the total amount budgeted for travel expenses for each school or department.

TYPES OF MEETINGS: Conference/Workshop or Business

BUSINESS: A business meeting is one required for the purpose of providing or receiving information relevant to District business or for the purpose of completing a District obligation or project. **A copy of the meeting notice or agenda must be submitted with the Travel Request in lieu of brochure/registration form.**

OVERNIGHT TRAVEL: Overnight &/or out-of-state travel will require prior written approval of the Board of Trustees.

REGISTRATION: Necessary registration fees will be paid. Attach conference agenda, announcement and/or other supporting documentation relative to the trip.

MEALS: Maximum daily allowance for meals is \$50. Itemizing of meals is required. When cost of meal(s) are included in conference fee or airfare, the total per diem allowance is reduced for said meal(s).

WHEN TRAVEL STATUS BEGINS PRIOR TO	&	ENDS AFTER	THESE MEALS MAY BE CLAIMED
6:30 A.M.		9:00 A.M.	Breakfast
6:30 A.M.		2:00 P.M.	Breakfast and Lunch
11:00 A.M.		2:00 P.M.	Lunch
11:00 A.M.		7:00 P.M.	Lunch and Dinner
5:00 P.M.		7:00 P.M.	Dinner
6:30 A.M.		7:00 P.M.	Breakfast/Lunch/ Dinner

LODGING: **Detailed hotel registration receipts are required upon return.** All personal expenses must be deducted from the amount to be reimbursed. If the room is shared with a non-school related person, the single occupancy rate is used. If prepayment is preferred, employee may secure reservations and submit requisition to Accounts Payable. Requisition must include Hotel name, address, phone number, length of stay, type of room, cost per night, room tax amount and confirmation number.

TRANSPORTATION: Transportation will be approved to provide reimbursement at the lowest possible overall cost based on location, number of persons traveling, time constraints, and convenience. Claims for mileage reimbursement are not to exceed the District's schedule per mile.

Necessary and required air transportation shall be coach fare or lower. **Ticket voucher or receipts are required.**

Taxicab, bus fare, rail fare, or parking may be claimed. **Receipts are required.** No receipts are required for reimbursement of bridge tolls. Use of rental car must be authorized at the time of travel request approval.

MISC. EXPENSES: Telephone or fax charges are allowable for the purpose of conducting District business. **Receipts are required.**

REIMBURSEMENT: Submit Travel Reimbursement to Accounts Payable following meeting/conference to claim reimbursement for out-of-pocket expenses within 45 days from the date the expenses were incurred.

Routing: Original: Superintendent/Board
Copy: Business Services
Copy: Site Administrator

Golden Valley Unified School District – TRAVEL REQUEST

READ AND FOLLOW GUIDELINES ON REVERSE SIDE PRIOR TO COMPLETING FORM
Failure to comply with guidelines will result in delay of payments.

OVERNIGHT TRIPS REQUIRE PRIOR WRITTEN BOARD APPROVAL

*This form must be completed and received in Accounts Payable a minimum of
15 working days prior to proposed trip*

Employee Name <u>Anne Kautzin</u>			
Position <u>Teacher</u>	Site <u>LHS</u>	Dept <u>AG</u>	
Event (attach brochure) <u>FFA State Finals</u>		Location <u>Cal Poly, SLO</u>	
Date(s) of Event: From <u>5/3/13</u> at <u>8 am</u> / pm To <u>5/4/13</u> at <u>9 am</u> / pm			

ITEMIZED EXPENSES PAID BY EMPLOYEE (List Day & Date, e.g. Mon 01/12)

ITEM		Req. #	Day 1 <u>5/3</u>	Day 2 <u> </u>	Day 3 <u> </u>	Day 4 <u> </u>	Day 5 <u> </u>	TOTALS
Substitute Required	NO RECEIPTS		<u>100 -</u>					<u>100 -</u>
Personal Mileage _____ miles @ .51								
Mileage rate effective January 1, 2011								
Breakfast \$ 10.00	PER DIEM							
Lunch \$ 15.00								
Dinner \$ 25.00								
Telephone/Fax	REQUIRE RECEIPTS							
Parking								
Taxi/Car Rental								
Lodging								
Registration								
Airfare/Rail/Bus								
Other (Itemized)								

PLEASE ATTACH NECESSARY RECEIPTS

Budget Code(s):	_____	\$ _____
Substitute Code	_____	\$ _____
TOTAL REIMBURSEMENT		\$ _____
<i>I hereby certify that the above is an accurate accounting of my incurred travel expenses and the expenses claimed above are not reimbursable to me or to the District from any other source.</i>		
Employee Signature	<u>[Signature]</u>	Date <u>5/21/13</u>
Supervisor Signature	_____	Date <u> </u> / <u> </u> / <u> </u>
Superintendent/Designee Signature	_____	Date <u> </u> / <u> </u> / <u> </u>
Board Approved Date:	_____	Please refer to Board Agenda Item Number _____ ☐ APPROVED ☐ DENIED

Routing: Original: Business Services
Copy: Site Administrator

22. CATA Membership Card

127
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING
2012/2013 ACTIVE MEMBER

23. Professional Development Report

Our school does not have in place a formal post-professional development report. When submitting request forms for an overnight conference we do have to include the agenda and fill out a form stating topics of workshops that will be attended and how it pertains to your professional development. However, upon return there is not a report given to administration or the district. An informal report of a casual conversation about how it went does happen from time to time if you run into an administrator the next day and they remember that you were out for a conference.

24. Department Wish List

For Madera-Liberty's 5 Year Acquisition List, please see Tab H of the Comprehensive Program Plan in
Appendix 12

25. Department Budget

Our department operates from AIG and district matching funds. We do not have Perkins or ROP funds in our department budget.

We were also awarded a \$10,000 Specialized Grant this year for the start of the Intro to Ag Mechanics course which was matched half and half by the district and the Madera County Ag Boosters organization.

****For our Department Budget spreadsheets and AIG forms, please see Tab P of the Comprehensive Program Plan in Appendix 12****

26.

**District/Department
Budget Process**

As a department, the two teachers meet to discuss the upcoming year's budget before the AIG application is due to the Regional Office. We discuss where we want to allocate funds and how much to assign to each category or budgetary item.

We take into consideration projects and "wish list" items we want to complete that year as well as if we feel we will get outside help in any of the areas so that we can move funds to other areas. We also look at new courses being put into place or if we need new materials for current courses. In the livestock area we look at our growing numbers and projection of projects for the next year and where we are short on equipment.

Throughout the year we can contact our site secretary for an update on where we stand within our budget and the funds left to spend by the end of the year. She handles our AIG and district monies and coordinates with the business office to have up to date balances of our account.

When we spend money from AIG/district funds the purchase orders are run through our site secretary. She codes them for our account and passes them to the district office. When funds are paid out by the district, she is notified with a new balance.

27. Department Chart of Responsibilities

For the Chart of Responsibilities, please see Tab I of the Comprehensive Program Plan in Appendix 12

28. Substitute Procedures and Plans

1. Fill out yellow absence request form and turn into site secretary
2. Log onto SubFinder Administrator site and report the absence and either have a substitute requested at random or request a specific substitute. If arrangements are made ahead of time the site secretary can put in the requested sub without requiring the system to call the sub.
3. Sub plans can be attached in the SubFinder program, but in my experience it does not work well, so if I have to do that due to an unforeseen absence I will also email them to the site secretary. If it is a planned absence I leave the plans and all needed materials neatly and labeled on my desk and counter.

EMPLOYEE REQUEST FOR LEAVE--DISTRICT ABSENCE FORM

Name _____ Site _____

Date(s) of Absence(s): Begins ____/____/2____ at ____ am/pm Ends ____/____/2____ at ____ am/pm

DISTRICT BUSINESS

☐ District Requested ☐ Employee Requested Purpose _____

LEGALLY REQUIRED LEAVE

☐ **BEREAVEMENT** – Death of a member of immediate family*.

☐ 3 days ☐ 5 days (if one-way travel of two hundred fifty miles or more is required)

Relationship _____ * "Member of his/her immediate family" shall be defined as mother, father, grandmother, grandfather, or grandchild of the employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the employee or any relative living in the immediate household of the employee.

☐ **JURY DUTY**– Warrant for service to be endorsed to GVUSD

PERSONAL NECESSITY LEAVE:

PERSONAL NECESSITY LEAVE Absence(s) are deducted from accumulated sick leave - not to exceed 7 days per year

☐ **ACCIDENT** – If accident involves employee's person or property, or the person or property of his/her immediate family.
Relationship _____

☐ **ADDITIONAL BEREAVEMENT** – in addition to normal bereavement. (Ed. Code 44981 & 45207)

☐ **ADOPTION/PATERNITY**

☐ **SURGERY OR ILLNESS** - involving a member of one's immediate family. Relationship: _____

☐ **OTHER SPECIAL CIRCUMSTANCE** For any other reason not previously listed of a very serious nature which cannot be disregarded and must be provided on this form. _____

☐ **PERSONAL NECESSITY LEAVE CONFIDENTIAL** Requests need to be made 10 days in advance to ensure substitute coverage. If there is an emergency and notice cannot be given contact the site administrator. (Maximum (3) days annually)

SICK LEAVE

☐ **EMPLOYEE SURGERY OR ILLNESS** – District may require verification from physician.

☐ **EMPLOYEE DOCTOR'S APPOINTMENT** ☐ Full Day ☐ Half Day; ____ AM ____ PM

COMPENSATION TIME

☐ **EMPLOYEE COMPENSATION TIME** – Time accumulated from prior approval by site administrator.

LEAVE WITHOUT PAY

☐ Personal leave for which the employee is unable to, or does not wish to, apply under other District leave policies.

PRIOR APPROVAL FOR THE FOLLOWING:

☐ **FLOATING HOLIDAY**

CSEA Employees Only

☐ **VACATION LEAVE**

12 month CSEA classified / Cabinet

☐ **NON WORK DAY**

(INCLUDING NON DUTY & FURLOUGH)

Mgmt / CSEA, 10 & 11 month employees

☐ Beginning ____/____/2____ at ____ am / pm and ending ____/____/2____ at ____ am / pm

Number of Hours ____ / Days ____

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

DISTRICT LEVEL – The above request for leave

☐ IS approved

☐ IS NOT approved

TUESDAY**1st – Ag Bio**

There is a **Question** on the board for them to put on their Ag Alert that they should fill out with their agenda

During this time take roll

After a few minutes ask a few students for their answers.

Answer: Dominant or Recessive

TA: Morgan – She can study for the contest Saturday or work on HW, if I think of something for her to do, I will leave it on her desk for her.

Students will work on their Food Web Poster and Analysis Questions that they started the last part of Wednesday. They are DUE AT THE END OF THEIR PERIOD. They can stack them on a counter nicely and make sure their names are on the backs 😊

2nd – PREP – don't forget to take roll for TA Morgan**3rd, 5th, 6th – Ag Algebra**

Students will come in and fill out Ag Alert, take roll during this time.

will stamp the block day's HW when we get back from break. They are doing 9-8 The Quadratic Formula. They need to get the book and write the formula and write down example 1.

Then they can work on the HW assignment for the period. Remind them that all the quadratic formula is, is to plug in a, b, and c where they go and simplify using PEMDAS order of operations. If you want and are comfortable with the formula you can do some with them. Also I am sure someone knows the song to pop goes the weasel that goes with it. When we get back from break they will get extra credit if they sing the song solo in class and extra extra points if they put the formula to a different song other than pop goes the weasel or jingle bells.

4th – Contemporary Math – Seniors

They fill out their Ag Alerts.

They will need a piece of paper to take their test. They may use their notebooks on the test. At the end of the test they need to turn in their notebooks in a pile on the counter somewhere, wherever looks good to you. Let them know that if they manage to stay totally quiet, not one word, until YOU say they can talk once everyone is done, I will get them a few bonus points 😊 They may use calculators, NOT THEIR PHONES, there is a set of calculators on my end table for those that need them (2 are missing, so don't freak out). There are 3 versions of the test, pass them out all mixed up so no one has the same as the one next to them. They may answer directly on the test. Joey, Sean, Karissa, and Chin may go to D15 to test.

POLICIES

No Bathroom 1st or last 15 minutes of class. If you let them go, they need to give you a Bathroom Pass (orange paper), then they sign out (on top of file cabinet) and take the Red Barn Stall Pass.

No Food or Drink

Their backpacks and bags should be on the floor or behind chairs, not on tables or laps

Please force them to put the text books back nicely before they can leave.

Feel free to discipline 😊 or make them clean if they are making a mess, etc. They have all been told what their assignments are when I am gone and should be prepared.

If there are any questions or concerns just give me a call or text, I will either be at Regional Speaking Contest.

Seating chart is correct. Some have the "brilliant" idea of "switching names" with others, just an FYI. You can mark them tardy if they don't sit in their own seats.

In Bio – kids will try and ditch their groups to hang out with others, they try and wander.

If there is an emergency evac, take rosters with you to location stated on announcement. Also in my bottom right drawer is my green binder with rosters and a green laminated sheet (hold up if all students accounted for) and a red help laminated sheet (hold up if missing students or you need assistance). These can also be placed in the window in the event of a lock down.

Thanks!

Anne Katuin

559-232-1139

EMERGENCY SUB PLANS – MS. KATUIN

1st – Ag Bio:

- Each group choose a chapter that we have covered
- Get a piece of poster paper from between the file cabinet and wall for each group
- On the poster list all the vocab & definitions from the chapter
- Highlight the most important parts of the chapter through writing, drawings, or diagrams.
- If all groups finish, then have them present/teach the chapter to the class.

Post the posters around the classroom at the end of the period for me to check and grade when I return.

Make sure books are put back neatly and pencils and coloring markers are put back.

3rd, 5th, 6th – Ag Algebra 1

- Students will need books
- Have them turn to the Extra Practice Pages (green edges) in the back of the book
- Students should complete the problems for CH 1 (#1-106)
- Collect at the end of the period (if you decide they were working well they can finish for homework – up to you)
- If they have done CH 1 already on another emergency sub, they can do Ch 2 sections 2.1-2.5, Ch 3 sections 3.4-3.6
- If these have been done then they can do whatever the previous chapter we finished last

4th – Contemporary Math

- Use the books and complete the Cumulative Reviews, they are every 2 chapters.
- Start with CH 1-2 page 80&81
- If this has been used already do CH 3-4, etc. You can ask what chapter they are on in class and work on whichever would be before it.

Up to you if you collect it that day, or if they work well let them finish for homework)

Write down names of students you have any issues with.

No Bathroom use during 1st or last 15 minutes of class, if they do go they need to sign out and take the pass (it is a red barn and on top of the file cabinet)

There are seating charts provided.

All classes should fill out their Ag Alert agenda when they come in – put the assignments in the corresponding boxes on the white board ☺

29. Program Completer Description

For Madera-Liberty's Program Completer Description, please see Tab F of the Comprehensive Program Plan in Appendix 12

30. Reimbursement Process

To be reimbursed for expenses from the FFA ASB account:

1. Goldenrod meeting minutes form showing the vendor or person to be reimbursed, amount not to exceed, purpose, motion, 2nd, and a pass vote must be completed and signed by Advisor and Secretary and turned into the ASB secretary
2. Green requisition form must accompany the minutes form filled out with the information of the person being paid, purpose, amount, and a note that receipts will be attached after purchase occurs
3. Receipts turned in
4. Check is disbursed

Reimbursements from AIG rarely happen, and if the circumstances require this to happen due to a vendor not accepting a purchase order, administrative approval must be granted before purchase is made.

Liberty High School
Associated Student Body Minutes

Club Name: _____

Meeting Date: _____ Meeting Time: _____ Location: _____

This Meeting was called to order by _____

The minutes of the meeting dated _____ were Read and Approved.

The following Resolutions were approved: (list below or attach separate listing)

Voter	Absent	Purpose
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Motion by: _____ Seconded by: _____

Vote Given: _____ Number For: _____ Number Opposed: _____

Communication and Reports: _____

Old Business: _____

New Business: _____

Submitted by: _____

Club Secretary Signature/Date: _____

Club Advisor Signature/Date: _____

Meeting Attendees: (list below or attach separate listing) _____

Associated Student Body Requisition

This requisition must be properly approved and signed by the student member, the club/coach and the site administrator before items can be ordered. The purchase order number will be issued upon completion of all required signatures. Do not order items without an assigned purchase order number. Please allow 3 school days for processing.

Initial and date to indicate your understanding: _____

Advisor's Initials _____ Date _____

Club/Class Name: General Account # _____
 Purpose for Purchase: Thurs. Homecoming 1-19-13
 Issue Purchase Order To: Gobernador Valley H.S.D.
 Address: _____ Phone # _____
 _____ FAX # _____

Quantity	Item	Cost	Total
	<u>Drinks</u>		<u>158.00</u>
	<u>Tor. #</u>		
	<u>4 Homecoming</u>		
	<u>will form class</u>		
	<u>1-15</u>		
		Sub	
		Tax	
		Ship	
		Total	

Purchase Order ☐ Check ☐ Hand Carry or Mail ☐

Activities/Athletic Director _____
 Approved Minutes Attached _____
 Student Signature _____
 Advisor/Coach _____
 Administrator _____

ASB Financial Secretary [Signature]

Office Use Only

Quote 1 Student Signature _____ Advisor Signature _____ Minutes _____ Admin Sig _____

Office Use Only

P. O. Number _____
 Date Paid _____
 Check Number _____
 Amount _____
 Mailed _____
 Administrator _____ Student _____