First Year Teacher Internship Report

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Livingston High School

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1. Quality Criteria

Quality Criteria One

Curriculum and Instruction

The Livingston High School Agriculture Department meets quality criteria 1 by integrating agriculture education core curriculum, technology, instructional strategies, hands-on learning experiences and student projects to name a few.

Quality Criteria 1A

Livingston High School Agriculture Department incorporates the core curriculum into the existing district curriculum.

For examples, please review:

- Appendix C

Quality Criteria 1B

Livingston High School now is redesigned pathways for our students to affiliate themselves with based off the Career Technical Education Model Curriculum Standards.

For examples, please review:

- Appendix C

Quality Criteria 1C

The new pathways for Livingston High School can be found on the Livingston High School's 6 Year Plan webpage under the Stem Pathway section. The pathway charts can also be found in the Comprehensive Program Plan binder.

For example, please review:

- Appendix N

Quality Criteria 1D

Livingston High School is in the process of revamping the agriculture department and pathways. We are currently looking at three pathways; Agriscience, Ornamental Horticulture and Agriculture Mechanics Pathways. Students are tagged in the school data based on their pathway. On the school's webpage, there is a 6 year plan that helps students select the correct courses for their pathway and career plans.

For example, please review:

- Appendix N

Quality Criteria 1E

Each Agriculture Course at Livingston High School includes at the minimum a unit of agriculture career awareness. Floral and Food Science are two courses that are a part of the Regional Occupation Program and all students enrolled partake in the ROP portfolio day where students go through a mock interview for a position within the given agriculture field. Many of the elective courses such as Ag. Mechanics and woodshop are preparing students with the skills for immediate employment upon graduation. In the science courses, career awareness is embedded into each unit

For examples, please review:

- Appendix C

Quality Criteria 1F

Every student at Livingston High School has received laptop computer to use throughout their tenure at Livingston.

For examples, please review:

- No supporting documentation

Quality Criteria 1G

Currently, Livingston High School is a 1 to Web based school. Each student received a Chromebook that will be theirs during their tenure at Livingston High School. As our district transitions into Common Core and student-centered learning, computer-aided instruction is at an all-time high. All Agriculture Instructors utilize Google Classroom. All students in a Regional Occupation Program course are required to create a working portfolio that includes resume, cover letter, letter of introduction, and student work samples. All students in Food Science created a website/blog showcasing all their accomplishments in the kitchen.

The agriculture curriculum includes the use of computers in the completion of one or more of the following:

- iRecord book
- Agriculture/FFA Manuscripts
- Job Resumes and Cover Letters
- Agriscience Fair Reports

For examples, please review:

- Appendix B

Quality Criteria 1H

Recordkeeping is an important skill taught in all agriculture classes. At Livingston High School, all freshmen take Integrated Agriculture Biology. These students maintain and close out a record book with an actual SAE project or Mock problem. All students who continue within an Agriculture Pathway are required to document their SAE project in electronic form. All paper record books are kept in student files in the agriculture office.

For examples, please review:

- Appendix B

Quality Criteria 1I

Inside the Livingston Agriculture Office is where the file cabinets are stored that keep all student's Record Books and Student Data Sheets. Every student enrolled in an Agriculture class has a file and that file is kept until one year following that student's graduation. This year, all students have started their Record Books on iRecord Book. All iRecord Books can be accessed at any time via the internet. All students at Livingston High School have received a personal computer and can access their Record Book any time there is wireless internet available.

For examples, please review:

- Appendix B

Quality Criteria 1J

Every course at Livingston High School meets either a graduation requirement or elective credit. Students who take Integrated Ag. Biology and Earth Science courses receive science credit for graduation as well as meeting A-G requirements. Floral Design is approved as a Fine Art Credit. Food Science, Ag. Shop Skills, Ag. Mechanics, and Ag Wood all meet elective credits.

For examples, please review:

- No supporting documentation

Quality Criteria Two

Leadership and Citizen Development

Livingston FFA has four credentialed agriculture teachers who hold both a single subject credential in agriculture and an Agriculture Specialist Credential. All four advisors teach a full schedule of five classes. Agriculture Advisors at Livingston High School are continuously working to strengthen the leadership of our FFA Chapter members. Students are required to participate in a minimum of twelve FFA activities per year and are reflected as 10% of their grade in all agriculture courses. Livingston FFA is a very active chapter and we participate and host numerous activities to ensure the students are able to achieve this requirement. Students have the opportunity to participate in monthly FFA meetings, community service, fundraisers, and community outreach. All students are encouraged to participate in local, sectional, and state contests to improve their leadership and public speaking skills. Livingston FFA had an on-site review during the Fall of 2014. Prior to this review, Livingston had not had an on-site review in many years and the last time that our Comprehensive Program Plan has not been updated since 2006. Most of the documents in the current binder are out of date and are not reflective of the current staff and chapter activities, because of this I am focusing on the Comprehensive Program Plan for part of my project. Included in the curriculum of all of our agriculture classes is a career unit. In addition to just talking about potential jobs, we also include information about different adult organizations that help agriculture such as the Farm Bureau's and Young Farmer and Ranchers. Community service has been a focus for Livingston FFA from the Farm 2U day where members teach 3rd graders throughout the county about agriculture to Arbor day where members planted 500 trees all around the City of Livingston.

Quality Criteria 2A:

Livingston FFA is chapter number CA0135 and is a part of the Merced Union High School District in Livingston, California.

For examples, please review:

- Appendix V

Quality Criteria 2B:

The Livingston FFA Program of Work is updated each year with help from the chapter members, agriculture teaching staff, school administration, and community members about our agriculture program. The Program of work contains information regarding the program's goals, agriculture education and history of the chapter. A copy of the Program of Work is sent to the Regional Supervisor by the deadline of December 15th.

For examples, please review:

- Appendix H

Quality Criteria 2C

All students enrolled in the Livingston High School program are held accountable for participating in three FFA Leadership activities per quarter accounting for 10% of their grade in course. However, the agriculture department and Livingston High School are in debate over not making FFA and SAE mandatory in the Freshmen Biology courses. Our administration did not think it to be "fair" as students did not choose to be placed into Agriculture Biology. After help from the Regional Supervisor who conducted our On-Site Review in November of 2014, I believe this criterion will be met in the 2015-2016 school year.

For examples, please review:

- Appendix C
- Appendix D

Quality Criteria 2D

All students that are enrolled in an agriculture classes at Livingston High School are also entered into the R-2 report as FFA members. Dues are paid for each student enrolled in any of our 20 agriculture classes. If a student adds an agriculture class at the start of second semester, they are also added to the R-2 at that time. Livingston High School's agriculture classes have a 100% affiliation with the National FFA Organization.

For examples, please review:

- Appendix C
- Appendix V

Quality Criteria 2E

Livingston High School's Agriculture Program participates in numerous FFA activities each school year. Each year our program incorporates new activities and opportunities so that each member in our program receives the best agriculture experiences.

For examples, please review:

- Appendix T

Quality Criteria 2F

Livingston FFA members participate in a multitude of FFA activities at and above the local level. Participation can be verified by documentation maintained within the Livingston Agriculture Department and with the Sectional Advisor. Students are required to participate in 12 FFA activities per academic year to account for 10% of their agriculture class grade.

For examples, please review:

- Appendix T

Quality Criteria Three

Practical Application of Occupational Skills

Quality Criteria three outlines how practical application of occupational skills are incorporated through classroom experiences. For example, in my Food Science class when the students work in the kitchen they create a blog to document all their experiences. Many students in our program choose to take on an animal projects such as swine, sheep, goats, rabbits, chickens, and beef cattle. We do have housing for the majority of these species on our school farm for our students at no cost. Each agriculture instructor is in charge of one or more animal project. To aid us in being able to supervise student projects with projects that are housed off campus, we have one agriculture department use truck and a van. In addition, we have one gooseneck trailer. The agriculture truck is brand new and the van we were given this year as a used, low mileage vehicle.

Quality Criteria 3A

Each Student in the Livingston High School FFA program is expected to participate in Supervised Agricultural Experiences (SAE) of their choosing. If a student does not have an SAE, they are given a plant in the Greenhouse to care for and maintain adequate records until they can establish an SAE of their passion. We have a school farm that provides a place for students to keep their livestock ownership projects. However, the agriculture department and Livingston High School Administration are in debate over not making FFA and SAE mandatory in the Freshmen Biology courses. Our administration did not think it to be "fair" as students did not choose to be placed into Agriculture Biology. After help from the Regional Supervisor who conducted our On-Site Review in November of 2014, I believe this criterion will be met in the 2015-2016 school year.

For examples, please review:

- Appendix A
- Appendix B
- Appendix C
- Appendix F

Quality Criteria 3B

Freshmen or other first year students have either been given a horticulture SAE starter plant or have a plan set for a SAE project of their choice as noted in their Student Data Sheets. All Student Data sheets are maintained in their student file in the Agriculture Department Office.

For examples, please review:

- Appendix A
- Appendix C

Quality Criteria 3C

This quality criteria is an area of struggle for the Livingston FFA program however, we are in progress of strengthening this area. The department currently has two sections of ROP courses which provide our students enrolled in those courses a SAE projects. For many of our students there is a lack of finances and facilities for our students. Our department is working to rebuild the facilities on campus available to students. We just rebuild the sheep and goat unit so that it utilized the space in a more organized fashion to maximize student use for projects. We have a new teacher taking over the Greenhouse and this year will be the first time that it has been a year round running Greenhouse. I build an avian coop and turned into a Co-op to provide numerous students with the opportunities to learn and care for poultry.

For examples, please review:

- Appendix C

Quality Criteria 3D

The Livingston High School Department has a designated form that is taken with us on all project visits. These forms are completed by advisor and student and then discussed with the parent. All parties involved sign the bottom of the form in acceptance of what was discussed.

For examples, please review:

- Appendix E

Quality Criteria 3E

Currently the Livingston Agriculture Department has two department vehicles available for our use at any time. A brand new school truck was purchased for the department as well as the department was given a used, low mileage van.

For examples, please review:

- No supporting documentation

Quality Criteria Four

Qualified and Professional Personnel

There are four agriculture teachers in the Livingston Agriculture Department. However, the years of service in our department ranges from one all the way to twenty five years. Livingston's Agriculture department is rather young. Three of the four teachers got their first teaching job at Livingston and has stayed. We all attend regional sectional, regional, and state CATA meetings. Since three of the teachers are new to the teaching profession, they also attend the professional development New Professionals. The agriculture advisors regularly attend in-services and other professional development sessions to enhance our knowledge with current trends. The entire department also attended roadshow and other professional development opportunities. Our school site recently converted to one to web and now hosts module training to help staff incorporate the technology more readily in class. The agriculture department has successfully completed the trainings. In regards to our counselors and administration, we are blessed beyond measure for all that they do to support the Agriculture department. They are constantly encouraging students to continue to take course work in their selected pathways. Two years ago, our administration made the decision to place all incoming freshmen into agriculture biology which has dramatically increase our program numbers. It is with great pleasure that I am able to announce that our Principal was selected as Sectional Star Administrator and one of our Counselors was selected as Regional Star Counselor and will be representing us proudly at the California State Conference as she is in the running for State Star Reporter!

Quality Criteria 4A

All four teachers in the Livingston Agriculture department are appropriately credentialed. Each teacher has an Agriculture Specialist Credential as well as their Single Subject Credential in Agriculture. Currently, only one advisor has their Master's in Agriculture Education and the other three individuals are in the process of completing the degree.

For examples, please review:

- Appendix S

Quality Criteria 4B

Each Agriculture Advisor attends a minimum of four professional development activities per year. All advisors attend the annual CATA Conference in the summer in addition to the Fall and Spring Regional Meetings. The advisors also attend numerous professional development sessions offered through both Livingston High School and the Merced Union High School District.

For examples, please review:

- Appendix U

Quality Criteria 4C

The Livingston High School Agriculture Department meets weekly to discuss past, present, and upcoming activities. The minutes are kept in the agriculture department office as well as a few copies are placed into the Comprehensive Program Plan.

For example, please review:

- Appendix N

Quality Criteria 4D

The Livingston High School Agriculture Department meets weekly to discuss past, present, and upcoming activities. The minutes are kept in the agriculture department office as well as a few copies are placed into the Comprehensive Program Plan.

For example, please review:

- Appendix N

Quality Criteria 4E

At Livingston High School instructors are reimbursed for personal experiences incurred while participating in SAE, FFA, and other Professional Development activities.

For examples, please review:

- Appendix HH

Quality Criteria Five

Facilities, Equipment, and Materials

At Livingston High School, we have a small section on campus that has been designated for the school farm. This space includes a Small Animal Unit, one swine unit that can house seven groups of hogs, a rebuild built sheep and goat facility that has six different sections to house student projects. The facilities at Livingston are currently being upgraded after years of neglect.

Quality Criteria 5A

In the last two years, we have been making modifications to the facilities as needed. The sheep and goat were completely tore down this fall and rebuilt to maximize the space to hose more student projects. I have turned the Small Animal Unit into a year round breeding facility of rabbits so that I am able to provide more students with SAE opportunities. I also built the avian unit this year. I incorporate the avian unit into my Food Science class to provide yet another avenue for SAE projects for students.

For examples, please review:

- No Supporting Documentation

Quality Criteria 5B

There is adequate storage for all materials, records, equipment, and supplies. We currently have two rooms that we for complete storage and consider them to be agriculture offices. All classrooms have storage cabinets build into all counter space. We also have a mezzanine above the shop that houses all the materials that we only access during catering or banquet season. Out by the shop, we have three storage containers that we use to store metal, fair supplies, and show equipment in.

For examples, please review:

- No Supporting Documentation

Quality Criteria 5C

Livingston High School currently has a functioning school farm laboratory, Greenhouse and Agriculture shops. We have a growing area that is underutilized but that is a priority of the department to get mother stock for that area as we will be introducing a new Horticulture class next year.

For examples, please review:

- No Supporting Documentation

Quality Criteria 5D

All staff at Livingston High School received a staff e-mail address. For example my school e-mail is: skuhr@muhsd.org

For examples, please review:

- No Supporting Documentation

Quality Criteria 5E

All areas of the agriculture facilities are neat and clean. We have Farm Clean Up Days and School Beautification Days as needed to help maintain the appearance of the agriculture department facilities.

For examples, please review:

- No Supporting Documentation

Quality Criteria 5F

Facilities and equipment are maintained to the best of our ability. This fall we had Weights and Measures from Merced County out to service our livestock scales. This past fair season the pump on the swamp cooler for the small animal unit went out and was immediately replaced and the unit serviced.

For examples, please review:

- No Supporting Documentation

Quality Criteria Six

Community, Business, and Industry Involvement

Our agriculture advisory committee is made up of representatives from each career pathway, administrators from our campus and the district office, parents, as well as all advisors in the agriculture department. Agendas and invitations are sent out two weeks prior to the meeting. We also provide a meal for our members during the meeting. We meet as a group twice a year with sub-committees meeting additionally as needed. The meetings followed a structured agenda to help develop and implement both short and long term goals for the program. Written minutes for each meeting can be found in the Comprehensive Program Plan Binder as well as copies are sent out to each member within two weeks post meeting.

Quality Criteria 6A

The Agriculture Advisory Committee holds two meetings a year. One of the meetings is held in the fall semester and then the second meeting is held some time during the spring semester. This past fall, we restructured the members of our agriculture advisory committee as some members were no longer active participants in meeting attendance.

For examples, please review:

- Appendix O
- Appendix P

Quality Criteria 6B

The Agriculture Advisory Committee holds two meetings a year. One of the meetings is held in the fall semester and then the second meeting is held some time during the spring semester. This past fall, we restructured the members of our agriculture advisory committee as some members were no longer active participants in meeting attendance.

For examples, please review:

- Appendix O
- Appendix P

Quality Criteria 6C

The Agriculture Advisory Committee has assisted in the revision of the Comprehensive Program Plan after the conclusion of our On-Site Review.

For examples, please review:

- Appendix N

Quality Criteria Seven

Career Guidance

All advisors work with the counselors, administration, and career centers to ensure that the students are enrolling in courses that pertain to the student's interests and abilities. At the beginning of the school year, every student enrolled in an agriculture class fills out the student data sheet that includes a course career planning guide. The students at this time will plan out of their class schedule for their remaining tenure at Livingston High School. Each year this student data sheet is filled out and updated.

During the student's sophomore year, they will select a pathway that correlates to their chosen career pathway. The counselors have created a webpage designated towards helping students sequence the courses needed based off the pathway. Many of our courses that are offered in our department align with the UC/CSU A-G requirements. Currently, both Agriculture Biology and Agriculture Earth Science fulfill the Science requirement. Floral design fulfills the Fine Art requirement for students.

Our department has two ROP Agriculture courses that offered students the opportunity to create career planning portfolios and go through a mock interview for their dream career. ROP also offered employability skills and articulation options for our students. Merced Union High School District has articulation agreements in place with Merced Community College. Through ROP our students have the opportunity to participate in Career Day. Career Day provides students the opportunity to experiences and gain awareness for different careers available.

The past year, we have not been able to do recruitment at the feeder schools because all incoming freshmen are automatically placed into Agriculture Biology Courses. We are in the process of creating a flyer or other documentation highlighting the perks and benefits of being in our program.

Quality Criteria 7A

All of our agriculture courses at Livingston High School include a unit on agriculture career opportunities. The ROP courses; Food Science and Floral Design focus a greater amount of time on preparing students for immediate employment upon graduation. The agriculture science courses; Agriculture Biology and Earth Science have career awareness incorporated into the different units.

In addition, when students fill out the Student Data sheets and the Student Planning Form on the back of the Student Data sheet it is discussed with them different careers that available within the Agriculture Industry.

For examples, please review:

- Appendix A
- Appendix C

Quality Criteria 7B

Each student is required to fill out the Student Data sheet in each one of their agriculture classes. If they have multiple agriculture classes, we have them fill it out in all classes so that if they were absent in a previous class we are still able to gather their information. Our courses that are offered have been changing drastically over the past five years. We have finally determined the pathways that are to be offered to our students based off the interests that were collected on the student's data sheets. These data sheets are kept in their student file until one year after graduation.

For examples, please review:

- Appendix A

Quality Criteria 7C

Currently the only course that we offer that is articulated with Merced Community College is the Agriculture Leadership Class. This our local community college where the majority of our students will attend. The Merced Union High School District is currently in the process getting other classes articulated in the area of Mechanics and Floral Design.

For examples, please review:

- Appendix GG

Quality Criteria Eight

Program Promotion

Our largest program promotion activity is our participation in the City of Livingston's annual Sweet Potato Festival. This three day festival attracts a large amount of participants from all around the central valley. Our students run the "Kid Zone" which features carnival styles games and activities focused on the promotion of the number one grown commodity in our area, sweet potatoes. For many of our students this is one of the most memorable activities to participate in.

This year, we brought back the use of newsletters. The newsletters are created every other month and are sent out to district staff. The newsletter is also posted on the chapter website for anyone to view. The easiest piece of department propaganda to pass out to students is our departmental brochure which was redesigned by agriculture leadership students this year.

Our banquets are held in our school cafeteria and we have been reaching the capacity of that facility. This spring, we will be moving our end of the year awards banquet to the gymnasium to assimilate with the other programs on campus.

During FFA week we have daily activities at lunch for all campus to participate in. During this week, we attend a District FFA Basketball tournament in which students from the 7 high schools in the district can participate in. We also invite 8th graders from the local feeder middle school to attend our chapter meeting which incorporates a fun activity to get them excited about being in agriculture and increase the number of showmen for the summer fair.

One area of weakness in our program promotion is publications in the local paper, Livingston Chronicle. We had numerous articles published in a county wide paper, Merced County Farm News but unfortunately not many residents of Livingston receive that paper.

Quality Criteria 8A

The Livingston High School Agriculture Department has a program recruitment brochure that highlights our program and the courses we offer. Our school website has a pathway planning page that shows the students the courses they should enroll each school year based on their area of interest.

For examples, please review:

- Appendix I

Quality Criteria 8B

There are avenues for overcoming financial barriers for participation in our program. For livestock ownership SAE projects, we assist the students with a loan program through a local bank. We also provided areas on the school farm for the students to house their project. For leadership activities, students can participate in fundraisers to earn their trip for free or apply for a scholarship through the local chapter to be able to earn their way.

For examples, please review:

- No Supporting Documentation

Quality Criteria 8C

Livingston High School participates in many different avenues of recruitment activities with the local middle school. In the years prior, before enrollment our chapter officers would go to the local middle school and host small workshops such as making a boutonniere or rabbit showmanship to demonstrate the different opportunities available to the students once they become a member of the FFA.

We also invite 8th graders from the middle school to attend an FFA meeting and the mandatory fair exhibitor meeting so that they may take full advantage of being a member within our chapter. When the counselors go to the middle school for enrollment, we sent with them the chapter brochure that highlights the different electives possible through the FFA. All incoming freshmen are placed into agriculture biology which actually provides us with a full year to "hook" them into the FFA program.

For examples, please review:

- No Supporting Documentation

Quality Criteria Nine

Program Accountability and Planning

Our chapter's Comprehensive program plan was in need of major updating and was the focus of my project for AGED 539. Once the comprehensive program plan is updated a copy will be kept within the department, with Livingston High School administration, and the Central Region Supervisor. Updates on other supporting documentation is sent to the Regional Supervisor on a yearly basis.

The majority of our funding comes from the Agriculture Incentive Grant and Carl Perkins. However, we also get approximately \$2000 from the school as our departmental budget. This past year, we had two courses under the Regional Occupation Program that received a budget for supplies. The district also provides us with a transportation allotment based off the number of sections we teach at a given school site.

Quality Criteria 9A

The Comprehensive Program Plan has been compiled and organized into a binder. A copy of the binder will be sent to the Regional Supervisor. Any future updates will be sent to the Regional Supervisor in a timely fashion.

For examples, please review:

- Appendix N

Quality Criteria 9B

All Program Plan updates need to be sent to the Regional Supervisor by the 15th of December. The updates include but are not limited to:

- Advisory Committee Minutes
- Advisory Committee Roster
- Chart of Staff Responsibilities
- FFA Program of Work
- Five Year Equipment Acquisition Schedule.
- Graduate Follow-up Results

For examples, please review:

- Appendix O
- Appendix P
- Appendix DD
- Appendix M

Quality Criteria 9C

At the start of each year, we contact the recent graduates in order to get them to fill out the graduate follow-up survey. The results to the survey are placed in the corresponding program completers file within the agriculture department student files.

For examples, please review:

- Appendix L
- Appendix M

Quality Criteria 9D

The results of the graduate follow up survey are collected and entered into the on-line database by the 15th of October.

For examples, please review:

- No supporting documentation

Quality Criteria 9E

The Livingston High School Agriculture Department has had tremendous growth with in the past few years. We went from a two person department to a four person department in less than two years. In order to support the staff growth we must be able to maintain the student enrollment. It is a priority of the department to retain as many of the first year members as possible. Students now have established pathways in which they can align themselves with in correlate to their interests and abilities.

For examples, please review:

- Appendix V

Quality Criteria 9F

The final R-2 report, Expenditure Report, and FFA roster are submitted to the Regional Supervisor annually prior to the deadline. This is a process that we will continue to do.

For examples, please review:

- Appendix V

Quality Criteria Ten

Student/Teacher Ratio

Livingston High School has a growing number of students in the program based on the fact that all freshmen now take agriculture biology. One of the biggest struggles for Livingston right now is the class sizes. The majority of the sciences the class size is on average 36 students per class. However, as a department our student teacher ratio is over a 100 students per teacher. This is struggle because agriculture instructors at Livingston High School do not receive a project supervision period.

It is a constant battle within the Merced Union High School District and the agriculture departments within it to try and met the 25 student ratio for the science based classes and 20 student ratios for shop classes. Needless to say, we currently far exceed the maximum number of students per class for this quality criteria.

Quality Criteria 10A

As previously stated, we do not meet this criterion. The only classes that either meets the criteria or comes close to meeting the criteria is the Agriculture Leadership Class and one section of Introduction to Shop with 18 students. In looking forward to next year and the current enrollment numbers, we still will not meet this requirement. We have 36 students on average for the agriculture Biology classes with 10 sections offered. If we added another science class then it would lower the number of elective courses we could offer.

For examples, please review:

- Appendix V

Quality Criteria 10B

Our ratio does not meet the 75 students per teacher at Livingston High School. With currently 574 students on the student roster and four advisors that puts our ratio at approximately 143 students per teacher.

For example, please review:

- Appendix V

Quality Criteria Eleven

Full Year Employment

All agriculture teachers at Livingston High School receive an extended contract. Our extended contract amount is 20% of our salary. The requirements for the extended contract are that we must spend 40 extra days outside of the normal school year. These days can be accumulated on weekends, holidays, and during the summer. Fortunately, our fair falls right after school ends for the summer however; the majority of teachers have reached the minimum day requirement before this time. We are required to log all hours on a form and turn it into the district at the end of the year. This 20% compensation is a part of our contract for year-round employment.

At Livingston High School, we no longer have project supervision periods. In our district, there is a department chair stipend of \$1800. This stipend is divided up and added to the department chair's paycheck from July to June.

Quality Criteria 11A

All four of the instructors at Livingston High School are compensated 20% of their salary which surpasses the minimum of \$2000. All advisors are full-time throughout the school year and summer to provide adequate supervision of SAE Projects with a summer fair.

For examples, please review:

- Appendix V

Quality Criteria 11B

Livingston High School does not provide project supervision periods for agriculture instructors as standard throughout the Merced Union High School District. However, all instructors due receive a 20% extended contract for their extra time spent outside the classroom and is reflected in 9 monthly payouts.

For example, please review:

- Appendix V

Quality Criteria Twelve

Program Achievement

The program achievement criteria is the final assessment of the program. It provides an overall summary of the programs achievements on the prior eleven criteria. Currently, Livingston High School has some areas for improvement based off our recent On-Site Review.

Quality Criteria 12A

Currently, the Livingston High School Agriculture Program does not meet all the requirements of Program Achievement.

For examples, please review:

- Quality Criteria 3A
- Quality Criteria 3C
- Quality Criteria 11B

2. Comprehensive Program Plan Project

1. Job Market
2. Targeted Occupations
3. Total Program Goals
4. Description of Courses, SAE, Leadership
5. Course Subject Matter
6. Program Completion Standards
7. Description of Facility and Equipment
8. Five year Acquisition Schedule
9. Staff Assignments
10. FFA Program of Activities
11. School and Department Policies
12. Proficiency Standards
13. Teacher Data Sheets
14. Roster of Agriculture Advisory Committee
15. Advisory Committee Minutes
16. Current Year Budget
17. Evidence of Dual Enrollment
18. Graduate Follow-up System
19. List of Placement Sites
20. Recruitment Activities and Materials
21. Staff In-Service Record
22. Staff Meeting Minutes
23. Department Inventory

1.

Job Market

Livingston High School is one of the schools in the Merced Union High School District and is the only comprehensive high school in Livingston, California. The demographics of the student population are similar to that of the city: 73.1 % Hispanic, 16.8% Asian, 8% Caucasian, 1.1% with two or more ethnicities, .5% African American, and .6% other. Our school has a Free or Reduced Lunch Rate of 92%. The total enrollment is 1,117 students with the largest group of students in the freshmen class. 86 percent of the student population is deemed socioeconomically disadvantaged and 10 percent of the students are identified as English Language Learners. Our school prides itself on having one of the highest graduation rates in the district with 95%. A good majority of those students will seek employment immediately after high school.

Livingston, California has a current population of 13,571 composed of 3.47 land acres with approximately 3,913 people per square mile and is located in Merced County. Merced County is the 5th largest agricultural county in the state of California and is the 6th largest agricultural county in the Nation according to the Merced County General Plan background report. Merced County is also the leading county in egg production in the state. Livingston is known for its diverse agriculture. 1.15 million acres of Merced County is devoted to agriculture uses. 54% of the land goes to pasture while the rest is used for crop production. Of the remaining 46% that is used for crop production: 67% is field crops like tomatoes and sweet potatoes; fruit production and nut production is at 23% and 9% respectively.

One out of every four jobs in the Livingston area is in the agriculture industry. Many of those jobs do not require any education passed a high school diploma. Therefore, it is crucial that students come out of our program prepared with necessary skills for employment. We currently have graduates in working in live units at Foster Farms, Stanislaus County Ag Commissioner's office, sweet potato packing sheds, welding, and numerous other positions.

2.

Targeted Occupations

The career paths we have targeted at Livingston High School are as followed: Ag Mechanics and Construction, Animal Science, and Horticulture. These pathways were developed during the 2014-2015 school year and will begin implementation in the 2015-2016 school year.

The sequence of courses in the Agriculture Mechanics is:

- Introduction to Shop Skills
- Ag. Mechanics 1
- Ag. Mechanics 2
- Ag. Mechanics Construction and Fabrication

The sequence of courses in Animal Science is:

- Integrated Agriculture Biology
- Agriculture Earth Science
- Animal Anatomy and Physiology
- Veterinary Science

The sequence of courses in Horticulture is:

- *Integrated Agriculture Biology*
- Agriculture Earth Science
- Floriculture
- Horticulture

Listed below are various jobs within each of the program areas.

Animal Science

Animal Production

Jobs

Livestock Handler, Dairy Farm Worker, Inseminator, Auctioneer, Vet Aide, Meat Counter Clerk, Pet Care, Laborer, Brand Inspector, Farm Hand, Pest Control, Laboratory Aide, Horse Trainer

Agriculture Mechanics

Jobs

Mechanics

Small Engine Mechanic,
Equipment Operator, Parts Person,
Farm Mechanic, Shop Foreman,
Repairman, General Maintenance

Welder

Welder/Helper, Fabricator,
Specialized Repair and
Maintenance

Equipment Operator

Tractor Driver, Harvest Equipment
Operator, Forklift Driver,
Mechanic Helper

Ornamental Horticulture

Jobs

Greenhouse Management

Greenhouse Worker, Foreman, Propagator

Nursery & Turf Operator

Nursery Worker, Salesman,
Plant Propagator, Gardener,
Golf Course Maintenance

Landscape

Grounds Worker, Gardening
Business, Garden Store Sales

Floriculture

Floral Design, Floral Sales,
Floral Delivery, Florist, Marketing

3.

Total Program Goals

A vast majority of the families living in this area are employed in production agriculture. In order to promote the importance of agriculture in the area, Livingston High School is focused on providing the students with ample opportunities to gain job ready skills that can be applied directly after high school in the agriculture industry. Our courses offerings reflect the newly developed pathways and the projected outcome is that we are able to increase the number of program completers in each given pathway. It is the program's hope that we these changes we are able to transition the program into one of the top programs in the district, section, region, and even state. Our Agriculture Advisory Committee, Agriculture Booster Club, community members, and industry leaders are continually assisting in providing guidance to enhance our program for our students. With input from invested members, the following chapter goals with established by the Livingston FFA officers.

2014-2015 Livingston FFA Chapter Goals

1. Increase Freshmen and Sophomore involvement in Career Development Events and Public Speaking by motivating membership by having an informational meeting and class presentations by October 1st, 2014.
2. A student who has gone above and beyond their duties shall be elected by the officers prior to the first Monday of the month as "Star Aggie" and will be awarded at the end of the year banquet.
3. Carry over \$2,000 in the account for the 2015-2016 fiscal year.
4. Increase community awareness about the LHS Ag Booster Club using social media and newspaper to accomplish a minimum of 10 people.
5. Establish chapter website and social media pages to help promote our chapter by August 11th, 2014.
6. Have all membership participate in Reminder 101 to stay updated in all chapter events by September 1st, 2014.
7. Publish a newsletter/e-newsletter on the 1st of August, October, December, February, April, and May, to be solicited at True Value, LFA, Geno's, and Starbucks.

Livingston High School Department Projects
2014-2015

Projects

In Charge

Completion

1 Sheep/Goat Unit Remodel	McGuire	
2 Small Animal Unit Remodel	Kuhr	Aug-14
3 Greenhouse repairs	Randall	
4 Program of Work	Kuhr	
5 Fair exhibitors handbook	All Staff	
6 Establish Ag Boosters Committee	Kuhr	Aug-14
7 Local Project Competition	All Staff	Nov-14
8 Tool room	McGuire	
9 Metal storage (outside)	McGuire	
10 Shade house	Randall	
11 Mother stock plots	Schiber	
12 Ag entrance planters	Schiber	
13 Ag department sign	McGuire	May-15
14 Relocate shop equipment	McGuire	
15 Food Science Curriculum	Kuhr	Mar-15
16 Fair landscape	Randall	
17 Project Visits	All Staff	
18 Department Inventory	All Staff	
19 Proficiency Standards	All Staff	
20 Avian Unit	Kuhr	Aug-14

4.

Course Description

Program Description

Below is a course description of each course in our program. All descriptions are taken from the Merced Union High School District Course Catalog for the 2014-2015 school year. Each class with current exception of Integrated Agriculture Biology (which is stated to change next school year) has a mandatory integration of FFA and SAE as part of the curriculum and 10% of their grade in the class.

Agriculture Earth Science

This is a college preparatory laboratory science course designed to provide students with quantitative analysis and experimental tools that will enable them to critically analyze content knowledge in the areas of geology, meteorology, oceanography, and astronomy. The course will focus on the Earth's place in the universe, dynamic Earth processes, energy in the Earth system, biogeochemical cycles, structure and composition of the atmosphere, California geology, and investigation and experimentation as outlined in the California science standards for Earth Science. It brings together the agriculture interactions that occur in the living and nonliving world, and provide the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them

Floral Design

Art and History of Floral Design provides students with a basic knowledge of artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, and application of the visual art through the design of floral arrangements. Students will connect and apply what is learned in floral art to other art forms, subjects, and post-secondary educational experiences and careers.

Agriculture Leadership:

This is an agribusiness course designed to train students as team leaders. Students practice leadership and employability skills by combining computers, technology, and advanced communication skills. Recommended: Completion of at least one agriculture class; advisor approval Note: Active participation in FFA is expected. This class is articulated with Merced Community College.

Ornamental Horticulture

Students will study basic plant science, including the physiology and function of plants, and careers in horticulture. They will also learn and practice various propagation methods. In addition, students will learn introductory fundamentals of landscape design, where they will use scaled drawings to illustrate their plans.

ROP Veterinary Science

Veterinary Science is designed to provide students with an opportunity to study the science of veterinary medicine, including animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills.

Agriculture Wood 1

Ag Wood I covers basic hand tool and machine operations in the wood shop. Shop and machine safety are prioritized and operation of planer, jointer, table saw, band saw, jigsaw, drill press, sanders, and portable tools will be implemented. First semester consists of required projects aimed at principles of construction, joints, assembly, gluing, clamping, and finish. This course qualifies students to participate in all FFA activities throughout the year. Students will also complete FFA Record Books to keep track of their projects, time and money made or spent. All projects will be shown at the Local Fair

Agriculture Welding 1

Students receive individualized instruction in arc and oxy-acetylene welding. Selection of welding methods, welding rod, metals, and equipment are practiced. Students weld metal flat, horizontal, vertical, and overhead positions. M.I.G. and T.I.G. welding are also covered

Agriculture Welding 2

Welding Technology 2 provides advanced instruction with a concentration in metal inert gas and tungsten inert gas (M.I.G./T.I.G.). Students design and construct their own advanced projects.

Agricultural Biology

Designed for the college-bound student with career interests in agriculture, the course emphasizes the following topics: the molecular and cellular aspects of life; the chemical and structural basis of life; energies of life; growth and reproduction in plants and animal genetics; taxonomy of modern agricultural plants and animals; health and diseases in animals; and the similarities between animals and humans. Extensive laboratory

activities connect the major ideas of life science with agricultural applications. The course emphasizes written and oral reporting skills

5.

Course Subject Matter

The Livingston High School Agriculture Department has the following courses currently offered for 2104-2015 school year:

- Integrated Agriculture Biology
- Agriculture Earth Science
- Agriculture Leadership
- ROP Food Science
- Agriculture Mechanics

Biology Order of Next Generation Science Standards

2014-2015

Quarter 1 (tentative)

Quarter 2 (tentative)

Quarter 3 (tentative)

Quarter 4 (tentative)

Topic	Performance Expectations	Life Science Core Ideas
Scientific and Engineering Practices	<ol style="list-style-type: none">1. Asking questions and defining problems.2. Developing and using models.3. Planning and carrying out investigations.4. Analyzing and interpreting data.5. Using mathematics and computational thinking.6. Constructing explanations and designing solutions.7. Engaging in argument from evidence.8. Obtaining, evaluating, and communicating information. <p>Activities / Labs:</p> <ol style="list-style-type: none">1. Ice Cream Lab (loimo)2. Peanut Butter and Jelly Lab (loimo) This lab needs a <u>handout</u> to go with it--- please feel free to create your own. I only included the "basic idea" of how this activity works.3. Taffy Lab / Jelly Belly Lab (Kuhr)4. What Causes the Water to Rise? Video. <u>Click here for lab (loimo)</u>	

	5. Design Your Own Lab (Plant Trial - 4 weeks)	
<p>Macromolecules</p> <p>1-6</p>	<p>1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids/or other large carbon-based molecules.</p> <p>Activities / Labs:</p> <p>1. Organic Compounds Lab (Macromolecule Introduction) (loimo)</p>	<p>1-6: The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells.</p> <p>1-6: As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (1-7)</p>
<p>Photosynthesis/ Cellular Respiration</p> <p>1-5 1-7</p>	<p>1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p>1-7: Use a model to illustrate that cellular respiration is a chemical processes whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</p> <p>Activities / Labs:</p> <p>1. <u>Investigation Photosynthesis</u> (1- 5) (loimo)</p> <p>2. <u>Photosynthesis Computer Lab</u> (1- 5) (loimo)</p> <p>3. <u>Reflect back to Plant Lab</u> (loimo)</p> <p>4. <u>Yeast Fermentation Lab</u> (1 - 7) (loimo)</p> <p>5. <u>Exercise Lab</u> (1-7) (loimo)</p> <p>6. <u>Photosynthesis in Elodea</u> (1-5) (Parry)</p> <p>7. <u>Elodea/Snail Lab</u> (1-5; 1-7)</p> <p>8. <u>Movement of Carbon Activity</u> (ECHS)</p>	<p>1-5: The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.</p> <p>1-7: As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products.</p> <p>1-7: As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another and release energy to the surrounding environment and to maintain body temperature. Cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles.</p>

Proteins/Heredity/

Mitosis

1-1
1-4
3-1
3-2
3-3

1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Activities / Labs:

1. Macromolecule : Interactive Digestion Lab (1 -6)

2. DNA Candy Lab (1-1) (loimo)

3. DNA Replication Lab (1-1) (loimo)

4. DNA Strawberry Lab (1-1) (loimo)

5. Protein Synthesis Simulation (1-1) (loimo)

6. DNA Dance (A - T - C - G)

7. Protein Bead Lab (1-1) (loimo)

1. Stem Cutting Lab (1-4) (loimo)

2. Casino Day (3 - 3) (loimo)

1-1: Systems of specialized cells within organisms help them perform the essential functions of life.

1-1 (3-1): All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

1-4: In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

3-1 (1-1): All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the information of proteins

3-1: Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.

	<p>3. Genetic Smile Activity (3-1, 3-3) (Ioimo)</p> <p>4. Selective Breeding - Goat Lab (3-1, 3-2) (Ioimo)</p> <p>5. Selective Breeding Cattle Lab (3-1, 3-2) (Ioimo)</p> <p>6. Dairy Cattle Lab (Are You My Mother?) - Blood from Cow and 3 calves - which one belongs to the cow? : Gel Electrophoresis (Ioimo)</p> <p>7. Gene Expression Activity (3-1) (Ioimo) <u>Student Paper, Slide Show with Cells</u>, Teacher Script, Cell Student Papers</p> <p>8. All in the Family Paper Pet Project (3-1 - 3-3) (Fox)</p>	<p>3-2: In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.</p> <p>3-2 and 3-3: Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.</p>
Anatomy and Physiology 1-2 1-3	<p>1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>Activities / Lab:</p> <p>1. <u>Homeostasis Lab</u> (1-3)</p> <p>2. <u>Fetal Pig Lab</u> (Ioimo)</p>	<p>1-2: Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.</p> <p>1-3: Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system.</p>
Ecosystems 2-3 2-4 2-5 2-1	<p>2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p> <p>2-4: Use mathematical representations to</p>	<p>2-1, 2-2: Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and</p>

2-2
2-6
2-8
2-7
4-6

support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Lab: I am a carbon [nitrogen, oxygen, phosphorus] molecule

2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. {see lab above}

2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions may result in a new ecosystem.

2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environmental tension affects the are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

2-3: Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.

2-4: Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.

2-5: Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.

secondary to 2-5: The main way that solar energy is captured and stored on Earth is through the complex chemical process known

	<p>Activities / Lab:</p> <ol style="list-style-type: none"> 1. Design a food chain for your assigned planet (LMc) 2. Concord .com interactive computer models 3. <u>Carbon Cycle</u> 4. <u>Who Wants Candy - An Investigative Experience</u> <u>Copy of Activity</u> 5. <u>Cycles Photo Scavenger Hunt (ECHS)</u> 6. <u>Toxins in a food chain</u> 	<p>as photosynthesis.</p> <p>2-2, 2-6: A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.</p> <p>2-7: Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species.</p> <p>2-7: Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (4-6)</p> <p>secondary to 2-7: When evaluating solutions it is important to take into account a range of</p>
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		<p>constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts.</p> <p>2-8: Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.</p> <p>2-7, 4-6: Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.</p> <p>secondary to 2-7: Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).</p>
<p>Evolution</p> <p>4-4 4-2 4-1 4-3 4-5 4-6</p>	<p>4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better</p>	<p>4-3 and 4-4: Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.</p>

	<p>able to survive and reproduce in the environment.</p> <p>4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p>4-5: Evaluate the evidence supporting claims that changes in environmental conditions may results in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p> <p>4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p>Activities / Lab:</p> <ol style="list-style-type: none"> 1. Bird Beak Lab (4-3, 4-4) (loimo) 2. Survival of the Fittest: Tree Island (all) (loimo) 3. 	<p>4-2 and 4-3: Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals.</p> <p>4-2: Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment</p> <p>4-1: Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.</p> <p>4-3: The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.</p> <p>4-3: Adaptation also means that the distribution of traits in a population can change when conditions change.</p>
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4-5: Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.

4-5 and 4-6: Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species.

4-6: Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (2-7)

4-6: When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

4-6: Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of

solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs

Agriculture Earth Science

Course Description

A. COVER PAGE

1. Course Title: Agriculture Earth Science	9. Subject Area ☐ History/Social Science ☐ English ☐ Mathematics ☐ Laboratory Science ☐ Language other than English ☐ Visual & Performing Arts (for 2003) ☒ Elective Subject Area: <u>Lab Science (physical)</u>
2. Transcript Title / Abbreviation (District Office Use Only)	10. Grade Level(s): 9-12
3. Transcript Course Code / Number (District Office Use Only)	
4. School: Buhach Colony, Atwater, Livingston, Merced	
5. District Merced Union High School District	11. Seeking "Honors" Distinction? ☐ Yes ☒ No
6. City: Merced	12. Unit Value (District Office Use Only) ☐ 0.5 (half year or semester equivalent) ☒ 1.0 (one year equivalent) ☐ 2.0 (two year equivalent) ☐ Other: _____
7. School / District Web Site: http://www.muhsd.k12.ca.us	
8. School Contact Name: Allison Wentzel Title/Position: Agricultural Science Instructor Phone: (209) 357-6623 Ext.: N/A Fax: (209) 357-6602 E-mail: awentzel@muhsd.k12.ca.us	
13. Date of School Board Approval (District Office Use Only)	
14. Was this course previously approved by UC? ☐ Yes ☒ No If yes, check all that apply: ☐ Course reinstated after removal within 3 years. Year removed from list? _____ Same course title? ☐ Yes ☐ No If no, previous course title? _____ ☐ Identical course approved at another school in same district. Which school? _____ Same course title? ☐ Yes ☐ No If no, course title at other school? _____ ☐ Alternative course title for course with identical content at this school Title of previously-approved identical course: _____ ☐ Advanced Placement (AP) or International Baccalaureate (IB) course ☐ Approved UC College Prep (UCCP) Initiative course ☐ Approved P.A.S.S. course ☐ Approved ROP/C course. Name of ROP/C? _____ ☐ Other. Explain: _____	

Agriculture Earth Science

15. Is this a re-submission of a course that was previously NOT approved by UC?	☒ Yes ☐ No
16. Is this course modeled after an UC-approved course from another school?	☒ Yes ☐ No
If so, which school(s)? Firebaugh High School, Nicolaus –East High School, Yucaipa High School, Indio High School, Eureka High School, & Oroville – Las Plumas High School	
17. Pre-Requisites: None	
18. Co-Requisites: Algebra 1	
19. Brief Course Description Agriculture Earth Science is a college preparatory laboratory science course designed to provide students with quantitative analysis and experimental tools that will enable them to critically analyze content knowledge in the areas of geology, meteorology, oceanography, and astronomy. The course will focus on the Earth's place in the universe, dynamic Earth processes, energy in the Earth system, biogeochemical cycles, structure and composition of the atmosphere, California geology, and investigation and experimentation as outlined in the California science standards for Earth Science. It brings together the agriculture interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. In addition learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture.	

B. COURSE CONTENT

Please refer to instructions

20. Context for Course (How does it fit into, replace, or augment existing curriculum? How does it fit into the department or program in which it will be included?)

Agriculture Earth Science will be the first course in an agriculture science pathway.

21. Course Goals and/or Major Student Outcomes

- Students will understand that astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.
- Students will understand that Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
- Students will understand that plate tectonics operating over geological time has changed the patterns of land, sea, and mountains on the Earth's surface.
- Students will understand that energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
- Students will understand that the heating of the Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- Students will understand that climate is the long-term average of the region's weather and depends on many factors.
- Students will understand that each element on Earth moves among reservoirs which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
- Students will understand that life changes the Earth's atmosphere, and changes in the atmosphere affect conditions for life.
- Students will understand that the geology of California underlies the state's wealth of natural resources as well as its natural hazards.

Agriculture Earth Science

- Students will understand that scientific progress is made by asking meaningful questions and conducting careful investigations.

Career Performance Standards:

- Students will understand how personal skill development affects employability.
- Students will understand key concepts in group dynamics, conflict resolution, and negotiation.
- Students will exhibit critical thinking skills, logical reasoning, and problem solving.
- Students will understand the principles of effective communication.
- Students will understand career paths and strategies for obtaining employment within their chosen field.
- Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.

Agriculture Earth Science

Item 22: Course Objectives

Item 23: Course Outline

The following chart correlates the major units of the agriculture earth science course (the “Course Outline”) with the significant State Science Content Standards for Earth Science and Agriculture Standards (the “Course Objectives”). Note that several of the content standards could be logically applied to a variety of course topics. The Investigation and Experimentation standards (listed at the end of the chart) are to be unifying principles that are addressed throughout the curriculum as the individual instructional activities associated with each course topic allow.

<u>Course Topic</u>	<u>Hours (180)</u>	<u>Course Objectives, Key Assignments, and Laboratory Exercises</u>	<u>Significant California 9-12 State Agricultural Content Standards</u>	<u>Significant California 9-12 State Science Content Standards (Earth Science)</u>
A. Classroom Orientation <ol style="list-style-type: none"> Class rules Grading policy 	1			
B. Investigation & Experimentation <ol style="list-style-type: none"> Laboratory safety Laboratory tools and equipment Scientific method process 	6	Objectives and Key Assignments: <ul style="list-style-type: none"> Students will become proficient in using scientific instruments for precise measurement. Students will learn to use scientific notation to record various measurements commonly used in earth system science. 	1.9 Measurement: Students will be able to read and use measuring equipment, and perform calculations for problem solving. 1.10 Tool Use and Safety: Students will understand the operating principles of common tools used in agriculture and will understand the principles of safety that apply to them.	
C. FFA Leadership Development <ol style="list-style-type: none"> History of the FFA Local chapter, sectional, regional, state, and national organizations FFA emblem and creed FFA jacket, dress code, code of ethics, motto, and salute FFA chapter officer duties Basic principles of parliamentary procedure 	10		1.6 Interpersonal Leadership Development: Students will develop a basic understanding of the FFA, recognize the traits of effective leaders, and participate in leadership training activities associated with the FFA, which may include public speaking, leading group discussions, working within a committee, conducting business meetings, and problem solving.	

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D. Supervised Agricultural Experience Project <ol style="list-style-type: none"> 1. Introduction to SAE projects 2. Getting a project started 3. Long-range SAE plans 4. Introduction to the FFA Recordbook 	8		<p>1.4 Record Keeping: Students will understand the importance of keeping accurate records and explain the consequences of inaccurate records. Students will maintain and complete the California Agricultural Record Book, which pertains to their Supervised Agricultural Experience Program (SAE).</p> <p>1.5 Computer Literacy: Students will understand the importance of computer literacy as it pertains to agriculture.</p> <p>1.7 Projects: Students will understand the relationship between a supervised agricultural experience (SAE) and their preparation for a career in agriculture. Students will actively engage in and manage an SAE which enables them to develop occupational skills.</p>	
E. California Agriculture <ol style="list-style-type: none"> 1. Economy of California agriculture <ol style="list-style-type: none"> a. Local and state production b. California and national agriculture c. California and the global economy 2. Agriculture and Society <ol style="list-style-type: none"> a. Agricultural trends b. Agencies for agriculture 	5	<p>Objectives and Key Assignments:</p> <ul style="list-style-type: none"> • Identify major food crops produced in the world, in the country, in California, and in Merced County. • Analyze the various environmental farming methods utilized in the United States. 	<p>1.1 Agriculture & Society: Students will develop an awareness of the interrelationship of California agriculture and society on the local, state, national, and international levels, and will discuss the economic impact of leading commodities.</p>	

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F. California Geology 1. Importance of water (society vs. agricultural use vs. environment) 2. Soil a. Formation and evolution b. Weathering c. Erosion d. Deposition, sedimentation	20	Objectives and Key Assignments: Food production is a vital part of our Nations economic base thus making it essential to have a strong understanding of soil and water issues such as runoff, erosion, and pollution. Such factors guide and limit the daily operation of the agriculture industry. <ul style="list-style-type: none"> • Determine the average annual soil erosion rates associated with the four different types of land use and how they affect the environment. • Collect soil samples from different areas and analyze their specific mineral composition and identify the type of soil. • Identify the physical properties that are associated with the different proportions of the earth's interior. • Determine the differences in density of the earth's continental and oceanic crust. Students will understand the relationship between the two general forms of the earth's lithosphere and the interaction of the planet's tectonic plates. • Determine the discharge rate of a flowing body of water. • Analyze water samples of local fresh water resources to identify their relative health. • Identify the relationship between the amount of dissolved oxygen in the water and its ability to support aquatic life; students will explore how various water pollutants affect on dissolved oxygen content of water. • Determine the degree of pollution in various samples of water. 	1.2 Agriculture and the Environment: Students will understand the interrelationship of modern agriculture and the environment, focusing on water, land, and other natural resources in California. Students will explain how natural resource availability affects agriculture. 1.19 Natural Resources: Students will be aware of the major natural resources used in agriculture. Students will discuss major issues related to the use of these natural resources.	9c. Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and demand.

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California Geology (continued)		<ul style="list-style-type: none"> • Determine the percolation rates of water through various types of soil. Compare the various cropping practices that prevent erosion and measure soil loss. • Determine the decomposition rates of various natural and man-made materials in different types of soil. • Determine the effects of salinity levels in various soils on seed germination/plant growth • Evaluate how trees or other types of large shrubs help control topsoil loss. • Evaluate the different methods of irrigating crops. <p>Key Activities and Laboratory Exercises:</p> <ol style="list-style-type: none"> 1. Soil Erosion, Sediments, and Water 2. Porosity and Permeability of Various Substances to Water 3. Glacial Erosion 4. Glaciers and Changes in Earth's Sea Level 5. Dune Migration 6. Beaches: Formation, Evolution, Erosion, and Preservation 		

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G. Dynamic Earth Processes 1. Natural hazards in California regions 2. Geological hazard map interpretation 3. Plate Tectonics <ol style="list-style-type: none"> Evidence of plate tectonics Principle structures along the plate boundaries Properties of rock formation 	30	<p>Objectives and Key Assignments: Rock types are the foundation or parent material that creates the various soils types and pH levels in California, thus allowing for the vast diversity of agriculture commodity production in the state.</p> <ul style="list-style-type: none"> Identify 21 rock-forming minerals by their unique physical and chemical characteristics. These 21 minerals are important natural resources and together, form many common rocks found in the earth's crust. Identify common igneous rocks on the basis of their texture, color, density, and mineral composition. Students will also identify the environment of formations for each specimen. Identify common sedimentary rocks on the basis of their texture, grain size, and composition. Students will identify the process of formation for each sedimentary rock sample. Identify common metamorphic rocks on the basis of their texture, grain size, and degree of metamorphism. Students will identify the parent rock from which each metamorphic rock formed. Illustrate the various changes that rocks and rock material can go through over time on earth. Students will identify the natural processes and pathways that together make up the rock cycle. 	1.16 Soil Science and Principles: Students will understand the role of soil, water, and fertilizer in plant production.	<p>3a. Students know features of the ocean floor (magnetic patterns, age and sea floor topography) provide evidence of plate tectonics.</p> <p>3b. Students know the principal structures that form at the three different kinds of plate boundaries.</p> <p>3c. Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.</p> <p>3d. Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.</p> <p>3e. Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.</p> <p>3f.* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.</p> <p>7c. Students know the movement of matter among reservoirs is driven by the Earth's internal and external sources of energy.</p> <p>9a. Students know the resources of major economic importance in California and their relation to California's geology.</p>

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Dynamic Earth Processes (continued)		<ul style="list-style-type: none"> Identify the three ways in which tectonic plates can interact and how these interactions explain the geologic processes of mountain building, volcanoes, deep ocean trenches, mid-ocean ridges, rift valleys, earthquakes, and sea floor spreading. Identify the locations of earthquakes, volcanoes, and mountain ranges on the earth and their relationship to location of plate tectonic boundaries. Identify the different velocities at which seismic waves are generated by an earthquake traveling through the earth; using this information, the student will calculate the approximate distance to an earthquake's epicenter. <p>Key Activities and Laboratory Exercises:</p> <ol style="list-style-type: none"> Modeling Earth's Lithospheric Plates Modeling Convection Currents Folds and Fractures: Deformation of Rock Continental Collisions: Classifying Plate Boundaries As Convergent, Divergent, or Lateral Plate Tectonics: Modeling Continental Movement Assembling a Model Seismometer Earthquake Wave Analysis: Determining the Epicenter of An Earthquake 		<p>9b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.</p> <p>9d. Students know how to analyze published geologic hazard maps of California and know how to use the maps' information to identify evidence of geologic events of the past and to predict geologic changes in the future.</p>

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Dynamic Earth Processes (continued)		Key Activities and Laboratory Exercises (continued): <ol style="list-style-type: none"> 8. Critical Thinking: Does the Moon's Phase Correlate With Earthquake Activity? 9. Volcanic Cones: Determining Angle of Repose for Various Particle Sizes 10. Hot Spots: Modeling the Structure of the Hawaiian Islands 		

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H. Structure and Composition of the Atmosphere <ol style="list-style-type: none"> 1. Thermal and chemical composition 2. Evolution of the atmosphere 3. Ozone layer structure and role <ol style="list-style-type: none"> a. Effects on natural environment b. Effects on human activities c. Greenhouse effect 	20	<p>Objectives and Key Assignments: Air acts as a barrier that surrounds the earth and protects its surface from the harsh environment of space. This barrier allows for the mass production of food commodities around the world. It is essential for all individuals to understand the role society and industry play in impacting this necessary barrier.</p> <ul style="list-style-type: none"> • Identify the four main layers of the earth's atmosphere and the relationship between their unique temperatures and altitudes; students will also identify the three transitional layers within the atmosphere. • Determine the changes in the angle of the insolation that occur throughout the year at different latitudes on the earth. Students will use this information to identify the relationship between temperature and angle of insolation and how it affects the seasons. • Identify the depletion of ozone gas in the stratosphere during a 40-year period and its relationship to increased amounts of deadly ultraviolet radiation reaching the earth's surface. <p>Key Activities and Laboratory Exercises:</p> <ol style="list-style-type: none"> 1. Critical Thinking: Antarctic Meltdown 2. Project Ozone (http://www.gsu.edu/~mstjrh/zone.html) 	<p>1.2 Agriculture and the Environment: Students will understand the interrelationship of modern agriculture and the environment, focusing on water, land, and other natural resources in California. Students will explain how natural resource availability affects agriculture.</p>	<p>4c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.</p> <p>4d. Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.</p> <p>8a. Students know the thermal structure and chemical composition of the atmosphere.</p> <p>8b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.</p> <p>8c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.</p> <p>4a. Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.</p> <p>4b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.</p>

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Structure and Composition of the Atmosphere (continued)		Key Activities and Laboratory Exercises (continued): <ol style="list-style-type: none"> Greenhouse Lab (http://departments.oxy.edu/tops/Greenhouse/GREENHSE1-S.pdf) Activity: How High Does the Atmosphere Go? (http://www.ucar.edu/learn/1_1_2_2t.htm) 		

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I. Biogeochemical 1. Carbon cycle a. Relationship to photosynthesis b. Relationship to respiration c. Chemical and physical forms and movements between the earth's reservoirs 2. Nitrogen cycle 3. Water cycle	25	<p>Objectives and Key Assignments: Every living thing on Earth depends on the flow of energy through ecosystems for survival. The modern agriculturalist must understand their role and impact on this continuous cycle.</p> <ul style="list-style-type: none"> • Explore the influences that human beings and their technology have on global climates. The results of these actions are unprecedented changes occurring in the earth's climate in a relatively short period of time. • Observe and record the effects of acid precipitation on common building materials. • Determine the effects of acid precipitation on the germination of seeds. Students will determine the germination rate of seeds exposed to acid precipitation revealing the effects of secondary air pollution on agriculture and food production. • Analyze an ecosystem to determine the organisms present and the characteristics of each. • Understand competition and succession in an ecosystem. • Explore how legume plants produce nitrogen through fixations and the effects that inoculations have on nitrogen fixation. • Analyze the effects of carbon dioxide on plant growth. • Analyze the effects of nitrogen oxides on aquatic life. 		<p>7b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.</p> <p>7c. Students know the movement of matter among reservoirs is driven by the Earth's internal and external sources of energy.</p> <p>9d. Students know how to analyze published geologic hazard maps of California and how to use the maps' information to identify evidence of geologic events of the past and predict geologic changes in the future.</p> <p>4c. Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.</p> <p>6d. Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.</p> <p>4b. Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.</p> <p>7a. Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.</p>

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Biogeochemical (continued)		Key Activities and Laboratory Exercises: <ol style="list-style-type: none"> 1. Acid Rain activity 2. Soil Chemistry lab 3. Water Clarity lab (long-range investigation) 4. Precipitation and the Water Table (long-range investigation) 		7d. Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.

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J. Energy in the Earth System 1. Solar vs. internal vs. energy usage 2. Solar radiation a. Reflection b. Absorption c. Photosynthesis 3. Land energy and fuels 4. Oceans a. Ocean basins b. Ocean water c. Movements of the ocean 5. Weather a. Effects of latitude, elevation, topography, and proximity to bodies of water b. Types of climates c. Factors that affect the change of climate over time d. Air patterns and movements	25	Objectives and Key Assignments: Today's agriculturalist must have a fundamental understanding of climate change, climate variability, and various factors that can affect the atmosphere. With this knowledge more accurate predictions for both plant and animal growth and development are possible. <ul style="list-style-type: none"> Identify the relationship between atmospheric temperature and pressure near the surface of the earth; use the technique of drawing isotherms for the analysis of surface temperature on surface weather maps. Students will calculate the dew point temperature and the relative humidity by using wet bulb and dry bulb temperatures; students will determine the height at which clouds will form based on their current dew point temperature. Identify the relationship between winds on earth and atmospheric pressure; students will identify the global patterns of planetary scale winds. Utilize latitude and longitude location to track the movement of the low-pressure center that forms a hurricane; students will identify the different stages of hurricane formation. Interpret the information displayed on a synoptic weather map; students will also learn the techniques used by meteorologists to analyze weather maps and the weather conditions associated with frontal systems. 		5a. Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat. 5b. Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers. 5c. Students know the origin and effects of temperature inversions. 5d. Students know that properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms. 5f. Students know that the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts. 5g. Students know the features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle. 6a. Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.

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Energy in the Earth System (continued)		<ul style="list-style-type: none"> Identify the main characteristics of the world's oceans including their size, major currents, and relationship between temperature and depth. Identify the different forms of electromagnetic radiation within an electromagnetic spectrum and identify the relationship between wavelength and energy within the electromagnetic spectrum. Demonstrate the use of latitude and longitude coordinate system to locate exact positions on the earth. Evaluate the sun's energy and the effects that different atmospheric conditions have on the amount of energy reaching the earth's surface. Demonstrate how geothermal energy can be used in agriculture. Explore solar energy and the effects of heat absorption, heat gain, and storage in the general operation of solar collectors. Explore alternative energy resources including hydroelectric and wind. Determine the effects of water temperature on phytoplankton production. Compare the similarities and differences of oceans, seas, and estuaries. Discover different factors affecting global temperatures. Analyze the effects of carbon dioxide on temperature. 		<p>6b. Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.</p> <p>5e. Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.</p> <p>6c. Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.</p>

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Energy in the Earth System (continued)		Key Activities and Laboratory Exercises: <ol style="list-style-type: none"> 1. Measuring Barometric Pressure 2. Correlation of Air's Density and Temperature 3. Measuring Relative Humidity 4. Weather Map Interpretation 5. Classroom Weather Station 6. A Cloud In The Classroom 7. Wind-Chill 8. Factors That Affect Climate 9. Evaporation 		

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K. Exosphere 1. The Earth as a Planet a. Composition and shape b. Rotation, tilted axis, and orbit 2. The Moon a. Formation and composition b. Surface and orbit c. Phases of the moon 3. The Life of Stars a. Formation and life cycle b. Classification of stars c. Dwarf stars, giant and supergiant stars, neutron stars d. Black holes e. The sun i. Formation and composition ii. Life cycle 4. The Solar System and Its Place in the Universe a. Formation and evolution b. Terrestrial and gaseous planets c. Asteroids, meteoroids, and comets d. Age and size of the universe e. Galaxies and quasars f. Life of the universe 5. Tools of Astronomy a. Space exploration	25	Objectives and Key Assignments: The use of technology has become a common application in all competitive industries. Modern agriculture utilizes remote sensing devices, such as global positioning satellites (GPS), and climate gathering stations. This always challenges the agriculturalist to analyze and interpret various data such as infrared maps of disease or insect infestation in forests or cropland. Thermal scans can locate and monitor forest fires and pollution in lakes and rivers. Satellite scanner data can also assist in the development of land use and land coverage maps. <ul style="list-style-type: none"> • Demonstrate the Earth's past history and geologic time using a geologic time scale to identify the different biologic and geologic events that have occurred during the Earth's 4.6 billion year history and equate them to a yearly calendar. • Compare the evolution of early American agriculture applications to today's agriculture applications, taking into account the earth's major historic changes. • Utilize scientific techniques similar to those of paleoclimatologists to infer hypotheses about the earth's past climate. • Identify the shape, location, and rate of movement of the moon's apparent path. • Identify the different aspects of the stars' lifecycle. 		1a. Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system. 1b. Students know evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago. 1c. Students know the evidence from geological studies of Earth and other planets suggests that the early Earth was very different from Earth today. 1f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on earth. 2b. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe. 2d. Students know that stars differ in their life cycle and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences. 1e. Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.

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<p>Exosphere (continued)</p> <p>b. Telescopes</p> <p>c. Space probes</p>		<ul style="list-style-type: none"> Identify the main characteristics used to classify stars into the five main star types. Students will also become familiar with the use of the Hertzsprung-Russell diagram used in the classification of stars. Compare the sizes of all planets within the solar system and analyze the data for comparison in a spreadsheet diagram. <p>Key Activities and Laboratory Exercises:</p> <ol style="list-style-type: none"> Cosmologic Expansion and the "Balloon Universe" Gravity and Orbits: "Marble Planets" Shadow Sticks: Determining Directions from Solar Shadow Observations Reading Topographic Maps: Understanding Contour Lines, Intervals, Slopes, Exposure, Islands, etc. Radioactive Decay: Observing Decay With the Geiger Counter Examining Fossils The Geologic Time Scale: Adding-Machine Tape Model of Geologic History 		<p>2c. Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.</p> <p>2e. Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.</p> <p>1g. Students know the evidence for the existence of planets orbiting other stars.</p> <p>2f. Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.</p> <p>2g. Students know how the redshift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests the universe has been expanding for 10 to 20 billion years.</p> <p>2a. Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.</p> <p>4d. Students know the differing greenhouse conditions on Earth, Mars and Venus; the origins of those conditions; and the climatic consequences of each.</p> <p>1d. Students know the evidence indicating that the planets are much closer to Earth than the stars are.</p>

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L. Careers and Employability in Agricultural Science 1. Career Options <ul style="list-style-type: none"> a. Importance of work b. Agricultural careers c. Trends in career opportunities 2. Occupational Goals <ul style="list-style-type: none"> a. Choosing a career 3. Job Search Resources <ul style="list-style-type: none"> a. Where are the jobs? b. Researching a career c. The job you want: how to get it 4. Applying for Jobs <ul style="list-style-type: none"> a. Job search techniques: telephone and walk-in b. Letter of application c. Resume d. Job application 5. Interview Skills	5	Objectives: The world of food, agricultural, and natural resources holds endless career opportunities. There are over 50,000 openings each year for new college graduates interested in developing and using new production and processing technologies, discovering new uses for agricultural and forest products, operating in ways that are environmentally sensitive, and advancing economic competitiveness of the U.S. through foreign trade.	1.8 Careers and Employability in Agriculture: Students will be aware of existing and future employment opportunities in the field of agriculture and will develop an understanding of how to conduct a job search, write a resume, and interview for a job.	
6. Workplace Fundamentals <ul style="list-style-type: none"> a. Job-related ethics b. Communication skills c. Doing your job well 				

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Scientific Investigation Themes Unifying strands throughout curricular areas listed above; specific laboratory and classroom activities should be designed to address these standards whenever applicable.		Key Activities and Laboratory Exercises: 1. Measurement and Density Lab: measuring objects found around the laboratory; finding density of objects with both immersion and geometric calculation methods. 2. "Mystery Boxes" Lab: using observations to identify the 3-D interior structure of a sealed, opaque box.		1a. 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. 1b. Identify and communicate sources of unavoidable experimental error. 1c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. 1d. Formulate explanations by using logic and evidence. 1e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions. 1f. Distinguish between hypothesis and theory as scientific terms. 1g. Recognize the usefulness and limitations of models and theories as scientific representations of reality. 1h. Read and interpret topographic and geologic maps. 1i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem). 1j. Recognize the issues of statistical variability and the need for controlled tests.

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Scientific Investigation Themes (continued)				<p>1k. Recognize the cumulative nature of scientific evidence.</p> <p>1l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p> <p>1m. 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.</p> <p>1n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the sun, moon, and planets).</p>

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24. Texts & Supplemental Instructional Materials

Adopted by the Merced Union High School District:

Sager, Robert, et al. *Modern Earth Science*. San Francisco: Holt, Rinehart, and Winston, 2002.

In Depth Investigations for Modern Earth Science. San Francisco: Holt, Rinehart, and Winston, 2002

25. Key Assignments

Many specific key assignments are listed earlier in this document in the course outline (section 22 & 23). Successful teachers tailor their assignments to their students' needs, their available facilities, and their own strengths as teachers. The following list is designed to generate ideas to augment the list of key assignments in the course outline:

- Laboratory experiments involving rocks and minerals, soils, water quality, air pollution, fossils, etc.
- Optional evening astronomy labs
- A rich variety of guided-practice activities involving data analysis, map-reading, timeline construction, and model-making skills
- Research projects on topics in astronomy, climate, California geology, etc.
- Tracking of meteorological data, including operation of a school weather station, which can be connected to the internet to allow real-life use of student-generated data
- Construction of models of landforms, water systems, etc.
- Multimedia presentations using PowerPoint or similar software
- Monitoring of current events that occur each year in earth science, including recent earthquakes, volcanic eruptions, hurricanes and major storms, etc.
- Publishing of students' written and/or multimedia projects via class web pages
- Preparation of posters or bulletin-board displays on topics related to ecology, weather, etc.
- Student research of remote-sensing and/or climatological data from internet databases to study comparisons between different areas or patterns of global change

26. Instructional Methods and/or Strategies

The earth science teacher has a great wealth of instructional strategies from which to choose. Like most sciences, earth science cannot be effectively taught to high school students by mere lecturing and reading (though it would be unwise to exclude these strategies altogether). Teachers must strive to make earth science a hands-on experience for students whenever possible, especially when teaching concepts involving chemical or physical processes, abstract relationships, models of very large or very small structures, etc.

The following are particularly important strategies to use when formulating lessons, activities, and experiments:

- Reading of textbook chapters, relevant magazine and newspaper articles, etc.
Most reading in earth science is from informational texts, so content reading strategies should emphasize vocabulary and concept development and text organization skills, such as graphic representation (concept mapping).
- Writing
Students should be expected to write in many different contexts, including written explanations of natural phenomena, reports on their research and lab activities, and reflective writing about their own learning.

Agriculture Earth Science

- **Group lab experiments and activities**

By working together to solve problems and explore relationships between variables, students are able to better negotiate their own meaning with the material. Earth science provides many opportunities for hands-on learning activities, including graphing, mapping, computing, and model making.

- **Field work/Project-based learning**

Since earth science concerns our planet and our environment, some of its concepts can be studied directly by students working on projects in the field. Soil sampling, weather observation, and stargazing are just a few ideas that a creative and motivated teacher can use to create “real-life” science experiences. With the future promise of a University of California campus that is dedicated to environmental research located within our district, the opportunities for meaningful fieldwork as part of a broader, authentic research project will become possible.

- **Research reports**

The textbook is a guide to the major concepts of earth science; for further study, or for detailed data analysis, students must refer to other sources. Some projects should be intentionally structured in order to require outside research. In this way, students can develop their library and electronic research skills while exploring a topic that is likely to be interesting to them.

- **Video recordings**

The earth science curriculum includes many concepts and topics that simply cannot be directly observed in the classroom: for example, volcanoes and plate tectonics. Students need to see video recordings, animations, and accounts of such phenomena.

- **Instructional lecture and discussion**

Obviously, teachers should emphasize the instructional power of hands-on activities and projects. However, no science class can avoid direct teaching of concepts, vocabulary, and processes. Whenever possible, teachers should try to maintain student interest and enhance lectures with models, analogies, realia, etc. Constructivist teaching techniques and critical-thinking questions can help stimulate student discussions. Teachers should routinely check for understanding with thoughtful questioning strategies.

27. Assessment Methods and/or Tools

Effective teachers use multiple methods of assessment constantly as they deliver instruction. Some possible methods of assessment include:

- Student research projects that develop library and electronic research skills
- Written research papers that develop writing skills and reinforce MLA format concepts taught in other courses
- Lab practical examinations that assess students’ abilities to follow instructions, make observations, interpret results, and draw logical conclusions
- Multimedia presentations that help students develop computer skills and speaking abilities
- Construction of models, diagrams, and various graphical organizations of information and data
- Traditional quizzes and tests that feature multiple-choice, free-response, and essay items. Of particular importance are test questions that require students to read and interpret graphs, data tables, maps, and labeled diagrams.
- A comprehensive final examination.

28. Financial Implications

- Establishment of site collections: rocks, minerals, soil, and fossil specimens
- Astronomy equipment for each site
- Other lab materials probably already exist at each site (additional supplies may be required depending on the number of students and sections)
- Field trips – examining actual geological formations in California geology
- Purchase of standards-based text

C. HONORS COURSES ONLY

Please refer to instructions

29. Indicate how this honors course is different from the standard course.

Honors distinction is not being sought.

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

30. History of Course Development (optional)

N/A

Merced Union High School District

I. Course Title and Level

Title:	Ag Leadership
Department:	Agriculture
Course Length:	Two Semesters
Credit:	Elective
Prerequisites:	None
Grade Level:	9-12

II. Brief Description

Ag Leadership and Technologies is designed to specifically train students as team leaders for the work place. This is an activity-based course designed to help students develop responsibility, initiative, creativity, school pride, and leadership. Students will learn how to manage capital, labor, and resources to accomplish specific tasks. Computers and technologies will be used to augment their leadership challenges. Emphasis will be placed on accomplishing assigned tasks by using advanced communication skills, interactions with the community, and working with diverse groups.

The development of leadership, employability and self-evaluation skills are emphasized throughout the course. This advanced program follows the Model Curriculum Standards and Frameworks for Agriculture Specialization in the Agriculture Business Management Advanced Cluster. Ag Leadership & Technologies provides a beginning foundation for technologies preparation within the agriculture field. In addition, this course provides a foundation for success in a post-secondary Ag Leadership course or Ag Ambassador Program.

III. Major Goals and Objectives

- Students will develop an understanding of the leadership skills necessary to be a successful member of the agribusiness profession.
- Students will be trained to apply computer technology in typical agribusiness situations.
- Students will be familiarized with the role of information and research in making business decisions.
- Students will develop an understanding of the importance of profit and loss in agriculture.
- Students will develop skills in using computers for agricultural and business applications.
- Students will develop an awareness of the important role computers serve in the field of agriculture.

- Students will develop an understanding of how to use and design efficiency systems to streamline activities.
- Students will develop problem solving, prioritizing, and time management skills.
- Students will develop an ability to be “self-starting” at a work place.
- Students will develop the ability to react and perform under pressure of competition and deadlines.
- Students will have the knowledge of job-seeking and employability skills so students will have the potential for employment within the agriculture career field.
- Students will be familiarized with career opportunities and future trends in the agriculture industry.
- Students will have opportunities for leadership development.
- Students will be introduced to the principles and application of parliamentary procedure in today’s society.
- Students will strengthen their academic skills through classroom instruction, assignments, and ‘hands-on’ practical training experiences within agriculture technologies and the agribusiness cluster.
- Students will develop advanced communication skills: written, oral, and presentation.
- Students will practice health and safety procedures within a work place environment.

IV. Career Performance Standards

- Students will understand how personal skill development affects employability.
- Students will understand key concepts in group dynamics, conflict resolution, and negotiation.
- Students will exhibit critical thinking, logical reasoning, and problem solving skills.
- Students will understand the principles of effective communication.
- Students will understand career paths and strategies for obtaining employment within their chosen field.
- Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.

V. Course Outline

A. Basic Skills

1. Classroom Orientation
2. Employability Skills
 - a. Job Search Techniques
 - i. All aspects of the Industry
 - ii. Employability Portfolio
 - Resume
 - Letter of Application
 - Letter of Recommendation

- Writing Sample
 - Work Sample
 - iii. Portfolio Presentations
 - b. Interviewing
 - i. Proper dress
 - ii. Preparation, Thank-you, Follow-up
 - iii. Practice Interview
 - c. Employer/Employee Relationships
- B. Personal Qualities
1. Attitude
 2. Self-Confidence
 3. Ethical Behavior
 4. Perseverance
 5. Responsibility
 6. Self-Discipline
 7. Appearance
 8. Personal Hygiene
 9. Time Management
 10. Life-Long Learning
- C. Interpersonal Skills
1. Group Dynamics/Teamwork
 2. Conflict Resolution
 3. Negotiation
 4. Cooperative and Cohesive Work Groups
 5. Leadership
 6. Workplace Behavior
- D. Thinking Skills
1. Critical Analysis
 2. Creative Design
 3. Logical Reasoning
 4. Problem Solving
- E. Information Processing
1. Acquires and Accesses Data
 2. Evaluates Data
 3. Organization and Arrangement of Data
 4. Maintains Relevant Records and Files
 5. Interprets Appropriate and Necessary Data
 6. Communication and Explanation of Relevant Data
 7. Processes Data to Determine Conclusion
- F. Resource Analysis
1. Identification Procedures
 2. Organization Structure
 3. Planning Techniques
 4. Allocation Strategies
- G. Career Development
1. Opportunities in Ag Business Management & Agriculture

2. Self-Appraisal
3. Work Values
4. Self-Assessment

H. Leadership

1. FFA Organization
 - a. Contest/Participation
 - b. Record Books
2. Critical Thinking Skills/Problem Solving
3. Organization of Committees and Meetings
 - a. Types of Meetings
 - b. Fundamentals of Committees
 - i. Purpose of Committees
 - ii. Kinds of Committees

I. Introduction to Leadership and Technologies

1. Introduction to Efficiency Systems (File Folders)
2. Importance of Leadership in Ag Business & Production
3. Defining Leadership

J. Computer Instruction

1. IBM compatible
2. Windows
3. Word Processing
4. Electronic Spreadsheet
5. Electronic Communication: Internet, email, webpage
6. Presentation Programs (i.e. PowerPoint)

K. Communications

1. Written Communications
 - a. Local, State, and National Organization
 - b. Office Practices
2. Oral Communications
 - a. Public Speaking
 - i. Prepared
 1. Developing Topic
 2. Research
 3. Presentation
 - ii. Discussion Meet/Round Table
 - b. Parliamentary Procedure
 - i. Presentation Skills
 - ii. Individual
 - iii. Team
 - c. Phone Skills
3. Non-Verbal Communications
4. Interface with Local Business People
5. Graphic Medium
 - a. Visual Aides
6. Brainstorming Skills

L. Goal Setting in Ag Business

1. Establishing Goals
2. Planning
3. Developing a Budget
4. Time Line Development/Tracking
5. Implementation
6. Conclusion
7. Evaluation

M. Working in Teams

1. Developing Common Focus
2. Soliciting Everyone's Input
3. Reducing Stereotypes
4. Evaluating Alternatives
5. Division as Responsibilities
6. Class Presentation
7. Group Activities

N. Entrepreneurial and Special Projects

1. Developing and Implementing a Business Proposal
2. Maintain Inventory
3. Labor Management
4. Purchasing Supplies
5. Public Relations
6. Advertising
7. Monitoring Budget

VI. Instructional Materials

1. Official FFA Manual
2. FFA Student Handbook

VII. Competencies

The student will:

- Follow outlined classroom procedures.
- Follow attendance requirements.
- Calculate and maintain grade based on classroom grading policies/procedures.
- Complete paperwork necessary for class enrollment.
- Complete a writing sample, an employability portfolio, and assignments pertaining to their vocation coursework.
- Demonstrate personal skills, which include the ability to be friendly, courteous, sensitive to others' feelings, cooperative and tactful when working with co-workers and supervisors.
- Work efficiently to complete tasks within given time limits.
- Demonstrate the ability to set priorities with work assignments.

- Demonstrate effective conflict resolution and negotiation skills when presented with a difficult situation or topic and show the ability to work through these situations to be a productive team player.
- Monitor, review, and propose solutions to improve social, organizational and technological systems.
- Select and apply tools, equipment and procedures, including computers and technologies relevant to their occupational path.
- Keep, organize, and maintain a personal informational folder and/or binder.
- Complete work samples.
- Demonstrates effective communication with classmates and teachers through various communication modes.
- Identify, organize, plan, and allocate resources in regards to time, money, materials, facilities and manpower.
- Set goals and plan to accomplish these goals.
- Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness.
- Participate in FFA activities.
- Demonstrate effective record-keeping skills as evidenced by maintaining an up-to-date FFA record book.
- Explain various types of meetings that are used in business.
- Explain various kinds of committees and their purpose in agriculture business structures.
- Utilize and maintain an effective filing system related to personal and classroom assignments and projects.
- Complete a project that demonstrates proficiency in word processing.
- Demonstrate public speaking skills by presenting one or more of the following: prepared speech, prepared group discussion, extemporaneous speech.
- Demonstrate parliamentary procedure skills.
- Demonstrate effective visual aid usage for communication projects.
- Select a project related to agriculture and establish a plan of action for completion which would include: 1) setting goals and objectives, 2) designing a plan of action for implementation, 3) developing a budget, 4) implementing a timeline for action to meet goals, 5) assign logical steps for completion, 6) complete an evaluation of the completed project.
- Outline successful practices for effective teamwork and apply to classroom projects.
- Manage a group of people to accomplish a task or project.

Career and Alternative Education
Merced County Regional Occupational Program

Accredited by Western Association of Schools and Colleges
Approved by California Department of Education

The Art & History of Floral Design I & II
Course Outline

Every Student a Success

Lee Andersen, Ph.D.
Merced County Superintendent of Schools

Approved by the Merced County Board of Education – *Date*

ROP The Art & History of Floral Design I & II**PHILOSOPHY**

MCROP delivers innovative educational programs to high school and adult students in preparation for 21st century careers, higher education, and life-long learning.

PROGRAM GOALS

The goal of the program is to develop students' academic, technical, and interpersonal skills so they will be prepared to:

- Secure employment
- Upgrade skills
- Enter advanced career-technical training
- Pursue college related courses

COURSE TITLE: The Art & History of Floral Design I & II

STATE APPROVAL DATE: 1995

STATE ID NUMBER: 080-95

**ADVISORY COMMITTEE
APPROVAL/REVIEW DATE:**

COURSE REVISION DATE: March 2004

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

I. COURSE DESCRIPTION

The Art & History of Floral Design I & II is designed to introduce students to Floral Design and to provide hands-on training in various entry-level Floriculture positions in their community. Students will be provided the opportunity to explore various aspects of Floral Design. They will complete a final project that will provide an in-depth look at how Floriculture runs and all of the aspects within the scope of career development.

Course instruction

This course is designed to allow students to apply an artistic approach to floral art. The course emphasizes the necessary knowledge and skills to provide the student with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context(s); aesthetic valuing and connections, relations, applications of the visual arts. Students will derive meaning from artworks through analysis, interpretation, and judgment. Students will connect and apply what is learned in floral art to other art forms, subjects, and post secondary education experiences.

Key instructional methods include direct supervision via lectures and PowerPoint presentations, discussion, cooperative learning, project-based learning, and career development portfolio.

The structure of the course includes students attend class daily for a one period class session for 180 hours of class instruction.

Leadership skills are developed through FFA, or other student organizations.

Hours: 180 hours/year for one year at one period/day.
A second year at 180 hours/year at one period/day is also available.

Prerequisites:

Helpful Courses/ Experience: Ag Science 1 (LB,G),
Explorations in Agriculture (BC,MGV,A)
Ag. Biology (A,G, BC, MGVL)
Computer Experience

Articulation: none

Academic Credit: Fine Arts graduation credit (A, BC, L, MGVL)
Elective Credit (LB, G)

II. ROP CERTIFICATE AND/OR INDUSTRY LICENSING

To earn an ROP certificate for this course, the student must accomplish the following:

- Achieve a course grade of C or higher
- Satisfactory completion of student performance objectives
- Demonstrate positive work ethics, attitudes, and attendance

The following industry certification is available for this course:

- N/A

III. MERCED COUNTY CAREER PATHWAYS AND REPRESENTATIVE JOB TITLES

Designated Career Pathway: Agriculture/Fine Arts

JOB TITLES:

Retail Floral Shop

- Floral designer assistant
- Floral designer
- Salesperson
- Delivery
- Interior landscape and maintenance
- Cut flower processor
- Office staff

Greenhouse/OH

- Crop production and maintenance
- Grower/Crop manager
- Marketing sales manager
- Greenhouse worker
- Salesperson
- Landscaper/assistant
- Interior designer/assistant

IV. STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of the course, as aligned with MCROP ESLR's, the student will have:

Common to all Programs:

- Demonstrated awareness of employment opportunities in careers related to the industry.
- Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of an Employability Portfolio.
- Demonstrated safe work habits and attitudes.
- Exhibited leadership skills related to teamwork, communications, human relations, and community responsibility.

IV. STUDENT PERFORMANCE OBJECTIVES - continuedCommon to this ROP Course/ Industry:

- Use senses to perceive work of art, objects in nature, events and the environment.
- Identify visual structures and functions of art using language of visual arts.
- Develop knowledge of an artistic skill in a variety of visual arts and medias.
- Create an original artwork based on personal experiences.
- Select a western line design using one of the major color schemes: monochromatic, complementary, or triadic colors.
- Explore the role of floral design in human history and culture.
- Investigate the universal themes and concepts in historical and contemporary periods.
- Develop a timeline outlining the floral changes and trends of a culture.
- Examine the different artistic works that feature flowers and/or floral displays.
- Derive meaning from artworks through analyzing, interpretations, and judgment by sketching flower arrangements done by one of the great artists of three different historical time periods.

V. ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance will include but is not limited to:

- Employability Skills Evaluation
- Employability Portfolio and presentation
- Safety awareness in the classroom and/or community classroom setting
- Individual or group Project-Based Learning assignments
- Timely and complete required assignments
- Tests and quizzes
- Classroom participation, punctuality, and attendance
- Presentations/Exhibitions
- Leadership activities
- Supervised floral experience project

VI. TEACHING METHODS, STRATEGIES AND TECHNIQUES

- Direct instruction and discussion
- Teacher developed materials
- Operation of equipment
- Group and/or independent Project-Based Learning assignment(s)
- Cooperative learning
- Portfolio development
- Audiovisual
- Computer applications, software, simulations
- Reading and writing assignments
- Investigations and research
- Business and/or community partnerships
- Student exhibitions and presentations
- Work-based learning opportunities
- Service Learning
- Business, school, and/or community surveys
- Guest speakers
- Business interviews
- Field trips
- Labs
- Design and artistic applications

VII. INSTRUCTIONAL MATERIALS AND EQUIPMENT

This includes, but is not limited to, computer resources, textbooks, video/audiovisual, websites, trade publications, laboratory materials, and specialized equipment.

A. Computer Software

1. Microsoft Office

B. Required Reading and/or Text

1. Job Finders Handbook, Merced County ROP
2. Who am I book, Merced County ROP
3. The Art of Floral Design, Norah T. Hunter, Del Mar, USA, 2000
4. Delmar's Handbook of Flowers, Foliage, and Creative Design, Norah T. Hunter, Del Mar, USA, 2000

C. Student Reading Selection

1. See #B above

D. Instructor Reference Materials (*common to all program areas)

1. * Merced County ROP ESLR's
2. * Merced County ROP Curriculum Handbook
3. * Merced County Business to Education Resource Guide
4. * California Department of Education Business Education Career Path and Model Curriculum Standards
5. * English-Language Arts Content Standards for California Public Schools
6. * Mathematics Content Standards for California Public Schools
7. * Labor Market Information/Websites
8. Bouquets Floral Arrangements of the Masters; Barrons; 1995
9. The Book of Flowers; Le Livre des Fleurs; 1997
10. Essential Impressionist; Parrgon Publishing Book; 2000
11. The Natural Way to Draw; Kimon Nicolaides
12. California Department of Education Content Standards for Visual and Performing Arts
13. Floriculture... Designing & Merchandising; Griner, Charles; Delmar Publishing
14. The Retail Florist Business; Hofmann/Pfahl/Behe; Interstate Publishers
15. Landscaping Principles & Practices; Ingles, Jack E.; Delmar Publishing
16. Introductory Horticulture; Reiley & Shry; Delmar Publishing
17. Sunset Western Garden Book
18. Teaching Floral Design... A Hands-On Approach; Bigo, Charles and Stringham, Mary Ann; CMA Publications
19. Society of American Florists; www.safnow.org
20. Floral Design CD-ROM (stand alone version); Rankin, Donna; Delmar Publishing
21. Florist Review Magazine
22. The Wreath Book; Rulleyn, Rob; Sterling Publishing Co.
23. Flowers With a Flourish; Lycett, Simon; Laura Glen Publishing
24. Elements of Design Video; Crystal Productions (ISBN 1-56290-158-3 and 1-56290-159-1)
25. Techniques in Flower Judging; VEP Productions #178
26. Fundamentals of Corsage Making; VEP Productions #186
27. Hortocopia Series CD-ROM; www.hortocopia.com
28. Flower ID CD-ROM; VEP Productions (ISBN 1-56918-139-X)

VIII. COURSE OUTLINE**General Workplace Skills:**

Known as Merced County ROP ESLR's, General Workplace Skills are common to all MCROP program areas. They are taught in the specific context of each course. ESLR's are aligned with the National SCANS Competencies, California Department of Education State Career Preparation Standards, and All Aspects of the Industry components. Technical Reading, Writing and Math standards are integrated for the industry specific course when appropriate, and are aligned with the English-Language Arts Content Standards and the Mathematics Content Standards for California Public Schools. All skills are assessed for student certification.

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
I. MCROP ESLR 1: Ethically & Socially Skilled Person Who:			SCANS: FS-1.a-b, FS-1.d-e FS-2.a-c FS-3.a-c FS-4.a FS-5.a, FS-5.e-f FS-6.a-c FS-7.a-b SCPS: 1-6 AI: 1, 4-9 NCDG: SK-1a, c SK-2 a SK-2 b-d EOE-2 c EOE-2 e EOE-4 a-g EOE-6 a-c EOE-8 b-c EOE-9 a, f-h English/L.A.: Grades 9-10 <u>Reading Comprehension</u> 2.6 G9/10-2.1* <u>Writing Strategies</u> 1.1-1.6 G9/10-1.8* <u>Writing Applications</u> G9/10-2.5* 2.6 <u>Written & Oral English Language Conventions</u> G9/10-1.1-1.4* <u>Listening & Speaking</u> 1.7 <u>Speaking Applications</u> 2.2.b-d, 2.3a-g English/L.A.: Grades 11-12 <u>Reading Comprehension</u> 2.3 <u>Writing Strategies</u> 1.8 <u>Writing Applications</u> 2.5.a-d, 2.6.a-d <u>Written & Oral English Language Conventions</u> 1.1-1.2 <u>Speaking Applications</u> 2.4.a-d <i>* Meets Standards Identified on the California High School Exit Exam</i>
A. Work cooperatively as a team member and demonstrate respect for ALL co-workers. 1. Demonstrate interpersonal skills which include the ability to be friendly, courteous, sensitive to others' feelings, cooperative and tactful when working with co-workers and supervisors. 2. Exhibit employment qualities expected in successful employer/employee relationships. 3. Use effective conflict resolution and negotiation skills when presented with a challenging situation or topic. 4. Demonstrate respect for healthy gender and cultural work relationships. 5. Discuss employer and employee responsibilities as they pertain to sexual harassment. B. Arrive on time, stay on task, and follow attendance and other classroom policies. 1. Comply with classroom rules, procedures and attendance policies. 2. Efficiently complete tasks and assignments within given time limits. C. Model honesty, integrity and loyalty. 1. Display ethical behavior when performing classroom assignments. 2. Maintain loyalty and confidentiality when dealing with sensitive classroom and/or worksite situations. D. Demonstrate initiative 1. Display initiative when performing classroom assignments. E. Display leadership skills 1. Practice effective public speaking skills. 2. Flexible to assume leadership roles in a variety of individual and/or group situations. F. Demonstrates the skills and resources to attain employment. 1. Apply effective job search techniques. 2. Complete all components of the MCROP Employability Portfolio*. 3. Demonstrate effective job interview techniques. 4. Present the MCROP Employability Portfolio*. G. Demonstrate appropriate grooming and hygiene 1. Investigate appropriate hygiene practices in relationship to the industry specific course. 2. Display proper attire in class and at MCROP Employability Portfolio/Job Interviews.	5	5	

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
II. MCROP ESLR 2: Productive and Safe Workers Who:	5	5	SCANS: FS-1.c-e FS-2.a-c, FS-2.f FS-3.a WC-1.a WC-2.e WC-4.a SCPS: 1, 3-6 AI: 1-9 NCDG: SK-1a-c SK-2 a-d SK-3 c-d EOE-1 a, e-f EOE-2 e EOE-3 h EOE-4 a, f-g EOE-5 c EOE-6 b, d EOE-9 a-c, f-g English/L.A.: Grades 9-10 <u>Reading Comprehension</u> G9/10-2.1* <u>Writing Strategies</u> 1.2, 1.5 <u>Writing Applications</u> G9/10-2.6* <u>Written & Oral English Language Conventions</u> G9/10-1.1-1.4* <u>Speaking Applications</u> 2.5 English/L.A.: Grades 11-12 <u>Reading Comprehension</u> 2.3 <u>Writing Strategies</u> 1.3 Math <u>Statistics, Data Analysis and Probability</u> G6-1.1* <u>Number Sense</u> G7-1.3* G7-1.6* <u>Algebra Functions</u> G7-1.5* <u>Mathematical Reasoning</u> G7-2.1* G7-2.4* <i>* Meets Standards Identified on the California High School Exit Exam</i>
A. Demonstrate the knowledge, skills and ability to competently complete the job. 1. Complete a work sample that demonstrates knowledge of entry-level skills. 2. Identify characteristics of a productive worker. B. Demonstrate the ability to accept change. 1. Develop an awareness of emerging employment trends and benefits of preparing for change.* 2. Describe the importance of flexibility and its role in the workplace.* C. Read, write, speak and listen competently. 1. Read, listen, comprehend, and discuss course specific materials. 2. Produce legible work that demonstrates accurate spelling, correct punctuation and capitalization.* 3. Demonstrate effective communication using the English language with peers, teachers, and co-workers through various communication modes.* D. Identify, analyze, calculate, compute and apply information. 1. Apply estimation, measurement, and calculation skills appropriate to the industry specific course. 2. Compute the range, mean, median and mode related to a set of data appropriate to the industry specific course.* 3. Convert fractions to decimals and percents and apply estimations, computations and application found in the industry specific course.* 4. Calculate the percentages of increases and decreases of a quantity as related to the industry specific course.* 5. Use estimation to verify the reasonableness of calculated results from applications within the industry specific course.* 6. Use a variety of methods (words, numbers, symbols, charts, graphs, diagrams or models) to explain mathematical reasoning as applicable within the industry specific course.* E. Manage time, make decisions, and evaluate outcomes. 1. Demonstrate the ability to set priorities and manage time effectively. 2. Solve real-world situations using decision-making or problem solving method. 3. Reflect and respond in writing to the Employability Skills Evaluation. F. Utilize problem solving skills. 1. Interpret, process, and apply effective problem solving and critical thinking skills to a variety of real-world situations relevant to the industry specific course.* G. Understand and follow safety rules and regulations. 1. Discuss practices necessary to maintain a safe working environment, including ergonomics and OSHA regulations. 2. Demonstrate safe working habits. 3. Pass the ROP course Safety Test with 100% accuracy.			

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
III. MCROP ESLR 3: Lifelong Learners Who:	5	2	SCANS: FS-2.b FS-3.b, FS-3.d WC-3.a SCPS: 1, 3, 6 AI: 1, 4, 6-7 NCDG: SK-1a, c-e EOE-1 a-f EOE-3 a-c, f, h EOE-4 a, f-g EOE-5 c EOE-6 a, d-e EOE-9 a-d, f-h English/L.A.: Grades 9-10 <u>Written & Oral English Language Conventions</u> 1.1-1.4 English/L.A.: Grades 11-12 <u>Reading Comprehension</u> 2.3 <u>Written & Oral English Language Conventions</u> 1.1-1.2
IV. MCROP ESLR 4: Users of Technology/Resources Who:	5	5	SCANS: FS-1.a-b WC-1.a-d WC-3.b WC-5.a, WC-5.c SCPS: 1, 3, 5, 7 AI: 1-8 NCDG: EOE-3 b English/L.A.: Grades 9-10 <u>Reading Comprehension</u> 2.4 <u>Writing Strategies</u> 1.1-1.9 G9/10-1.5, 1.8* <u>Writing Applications</u> 2.3 <u>Written & Oral English Language Conventions</u> 1.0 English/L.A.: Grades 11-12 <u>Writing Applications</u> 2.3 <u>Written & Oral English Language Conventions</u> 1.0 <i>* Meets Standards Identified on the California High School Exit Exam</i>

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
V. MCROP ESLR 5: Effective Users of Systems Who:	5	5	SCANS: FS-1.d-e WC-1.c WC-3.a WC-3.d WC-4.a WC-5.c SCPS: 1, 3, 5-7 AI: 1-9 English/L.A.: Grades 9-10 <u>Writing Strategies</u> 1.1-1.2, 1.8 G9/10-1.5, 1.8* <u>Written & Oral English Language Conventions</u> 1.0 <u>Speaking Applications</u> 2.3.a, c-e English/L.A.: Grades 11-12 <u>Writing Applications</u> 2.5.a-d <i>* Meets Standards Identified on the California High School Exit Exam</i>
A. Understand the social structure and the general function of the workplace. 1. Explain the elements of <i>All Aspects of the Industry</i> . 2. Research the social, organizational and technological systems of a business.* B. Proficiently use equipment, tools, and terminology. 1. Utilize a computer and current program applications when completing the Employability Portfolio. 2. Practice workplace vocabulary when presenting the Employability Portfolio. 3. Demonstrate appropriate care and use of equipment and tools found in the classroom and/or at the worksite.			

Content Area Skills:

Content Area Skills contain Occupational Specific Standards aligned with California Department of Education Career Technical Standards and State Frameworks as available. In addition, Industry Specific Standards are aligned with local, state, and national industry standards as available. Technical Reading, Writing and Math standards are integrated for the industry specific course when appropriate, and are aligned with the English-Language Arts Content Standards and the Mathematics Content Standards for California Public Schools. All skills are assessed for student certification.

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
I. Orientation:	5	8	
A. Required Paperwork <ol style="list-style-type: none"> Complete and explain the purpose of the following ROP paperwork: <ol style="list-style-type: none"> Socrates Enrollment Registration Permit Course Outline/Syllabus State Art Proficiency Standards 9-12 			
B. Classroom Procedures <ol style="list-style-type: none"> Demonstrate a clear understanding of attendance, grading, and classroom policies. 			
C. Safety <ol style="list-style-type: none"> OSHA: explain the purpose and function of OSHA in the workplace. Labor Laws for Teens: identify and explain the labor laws that govern teens in the workplace. Accident Prevention: describe accident prevention techniques and provide methods to prevent accidents in the workplace. Emergency Procedures: explain and implement procedures to be followed in the event of an emergency or accident in the workplace or classroom. 			CDE/OH Advanced: FPD: H.1 CDE/OH Advanced: SPH: I.2, 5, K.13 L.1 English/LA: Grades 9-10 <u>Reading Comprehension</u> 2.1, 2.4 <u>Writing Applications</u> 2.6 A-D English/LA: Grades 11-12 <u>Reading Comprehension</u> 2.3
D. Sexual Harassment <ol style="list-style-type: none"> Identify instances of sexual harassment and provide appropriate solutions to deal with such workplace issues. 			
E. Work Ethics <ol style="list-style-type: none"> Identify, describe, and demonstrate positive work ethics in the workplace. 			

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
II. Career Development:	10	15	
A. Floral Design Career Opportunities 1. Explore, research, and describe the levels of career opportunities available to individuals in the agriculture floriculture field. B. Self-Assessment 1. Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness. 2. Complete MCROP Employability Skills Evaluation C. Occupational Goal-Setting 1. Develop a personal occupational plan that outlines specific career goals, and an action plan to achieve these outcomes. 2. Complete questionnaires in <i>Who Am I</i> book.			CDE/OH Advanced: FPD: A.1, 2, 5, L.1 CDE/OH Advanced: SPH: P.1-4 English/LA: Grades 9-10 <u>Reading Comprehension</u> 2.5 a-d <u>Writing App</u> 2.5c, 2.6 a-d <u>Speaking Applications</u> 2.3 a-f <u>Listening & Speaking</u> 1.7 Grade 11-12: <u>Reading Comprehension</u> 2.3
III. Employability:	15	15	
A. Employability Portfolio 1. Complete an employability portfolio containing the following: a. Table of Contents b. Resume c. Cover Letter d. Master Application Form e. Letter of Recommendation f. Employability Skills Evaluation g. Work Sample and caption. B. Portfolio Presentation/Interviewing Skills 1. Participate in an interview situation that includes the presentation of the Employability Portfolio.			CDE/OH Advanced: FPD: L.1 English/L.A.: Grade 9-10: <u>Writing Applications:</u> 2.5 a-d Grade 9-10: <u>Written & Oral English Language Conventions:</u> 1.2, 1.3 Grade 9-10: <u>Listening & Speaking:</u> 1.7 Grade 9-10: <u>Speaking Applications:</u> 2.3-a, 2.3-c, 2.3-d, 2.3-e, 2.3-g Grade 11-12: <u>Writing Strategies</u> 1.8 Grade 11-12: <u>Writing Applications:</u> 2.5 a-d Grade 11-12: <u>Written & Oral English Language Conventions</u> 1.1, 1.2

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
IV. Business/Professional Communication:	10		
A. Interpersonal Communication <ol style="list-style-type: none"> 1. Effective communication: demonstrate the ability to communicate effectively with co-workers, supervisors, teachers, customers, and classmates. 2. Human Relations: demonstrate effective human relation skills while working with others. B. Written Communication <ol style="list-style-type: none"> 1. Business Correspondence: identify and create business appropriate memos and letters related to common industry practices. 2. Writing Sample/Research Paper: create a writing sample or research paper that demonstrates effective writing and communication skills used in the workplace. C. Oral Communication <ol style="list-style-type: none"> 1. Present Floral Design Research paper to an audience determined by ROP instructor. 			<p>CDE/OH: Advanced: FPD: M.1-2</p> <p>English/LA: Grades 9-10 <u>Writing Applications</u> 2.5 a-d <u>Writing Strategies</u> 1.3-1.6, 1.8 <u>Speaking Applications</u> 2.2 b-c <u>Listening & Speaking</u> 1.7</p> <p>English/LA: Grades 11-12 <u>Writing Strategies</u> 1.6, 1.8 <u>Written & Oral English Language Conventions</u> 1.1-1.3</p>

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
V. Leadership:	5	5	
A. Service Learning 1. Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community. B. Student Organization 1. Actively participate in the FFA organization.			

English/Language Arts
 Grade 9-10: Speaking Applications 2.5-d

 Grade 9-10: Listening & Speaking 1.3, 1.4, 1.7, 1.9

 Grade 9-10: Speaking Applications 2.6-a, 2.6-b, 2.6-c

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
VI. Introduction to Art	10		
A. The variety of art 1. Describe and interpret artistic perception. B. When is it Art? 1. Explain the Philosophy of Arts. 2. Interpret the Aesthetic Value of Objects. 3. Develop Artistic Inspirations. 4. Interpret and understand Art Appreciation. 5. Explain knowledge of the Art World.			CDE /VPA: Aesthetics: 4.1-4.3 English/LA: Grades 9-10 <u>Reading/Comprehension</u> 2.5 <u>Writing Strategies</u> 1.1-1.3 <u>Listening & Speaking</u> 1.7 <u>Speaking Applications</u> 2.2 b,d English/LA: Grades 11-12 <u>Writing Applications</u> 2.6 a-d <u>Written & Oral English Language Conventions</u> 1.1, 1.2 <u>Speaking Applications</u> 2.4 a-c
VII. Historical Contributions and Cultural Dimensions	15		
A. Interpretation 1. Interpret and describe the meaning of art. 2. Research and demonstrate elements of Art History. B. History of Floral Art 1. Describe the Floral Art of Ancient Civilizations. 2. Describe the Floral Art of the European Period. 3. Describe the Floral Art of the Impressionistic Era. 4. Explain the Oriental Influence of Floral Art. 5. Explain the American Style of Floral Art. 6. Demonstrate the current floral arrangement styles and their origination: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary. C. Research the Influences of floral artists of the 20th and 21st century 1. Identify various styles and techniques. 2. Describe Artistic Inspirations. 3. Interpret common visual themes used in various cultures. 4. Explain comparisons of artistic components of various time periods and cultures: Architecture, Colors, Furniture, Fabrics, and Clothing. 5. Create a two-dimensional project to represent various periods in floral art history. 6. Create a three-dimensional project to represent various periods in floral art history. 7. Develop a research project for one historical style. 8. Explain the research significance of floral materials: Cultures, Ethnicity, Time Periods, Medias Used. 9. Describe Cultural Themes: religious holidays, funerals and weddings. 10. Create a Cultural Design Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flowers, and container arrangements. 11. Explain, evaluate, and design alternatives: weaving and tying techniques.			CDE/ VPA: Art Perception: 1.1-1.5 CDE/VPA: Hist./Cultural: 3.1- 3.5 CDE/VPA: Aesthetics: 4.1-4.3, 4.5 English/LA: Grades 9-10 <u>Writing Strategies</u> 1.5 <u>Writing Applications</u> 2.6 a-b <u>Written & Oral English Language Conventions</u> 1.1-1.4 <u>Listening & Speaking</u> 1.7 <u>Speaking Applications</u> 2.2 b,d English/LA: Grades 11-12 <u>Writing Applications</u> 2.6 a-d <u>Writing Strategies</u> 1.6, 1.8 <u>Reading Comprehension</u> 2.3 <u>Written & Oral English Language Convention</u> 1.1, 1.2 <u>Speaking Applications</u> 2.4 a-c

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
VIII. Art Elements of Design	20		
A. Lines 1. Display actual, implied and expressive use of Line. 2. Demonstrate vertical, horizontal, and diagonal use of Line. B. Shapes/Forms 1. Demonstrate Triangular Floral Art Designs. 2. Demonstrate Circular Floral Art Designs. 3. Demonstrate Vertical Floral Art Designs. 4. Demonstrate Horizontal Floral Art Designs. C. Colors 1. Apply the origin of color to Floral Art Designs: hue, primary, secondary, tertiary, warm, cool, value, tint, tone, and shades. 2. Apply color harmony to Floral Art Designs: monochromatic, analogous, complementary, triadic. D. Textures 1. Create visual and tactile components in Floral Art: fine, medium, and course textured media. 2. Explain various container and material components of Floral Art. 3. Display knowledge of flower and foliage use. E. Value 1. Display light and dark change in Floral Art. F. Space and Depth 1. Demonstrate space in two-dimensional and three-dimensional Art. 2. Interpret space in our environment. 3. Apply Angling Media in Floral Art. 4. Create overlapping media for design. 5. Demonstrate size and color of Media in Floral Art.			CDE/VPA: Creative Ex: 2.3, 2.6 CDE/VPA: Aesthetic: 4.2-4.3 CDE/OH: Advanced: FPD: E.2, K.5 CDE/OH: Advanced: SPH: N.2 English/Language Arts English/LA: Grades 9-10 <u>Listening & Speaking 1.7</u> English/LA: Grades 11-12 <u>Speaking Applications 2.4 a-d</u> <u>Writing Applications 2.6 a-d</u>

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
IX. Principles of Art Design	25		
A. Balance <ol style="list-style-type: none"> 1. Demonstrate Symmetrical Balance in Floral Art. 2. Create Asymmetrical Balance in Floral Art. 3. Create Radial Balance in Floral Art. 4. Demonstrate Open Balance in Floral Art. B. Proportion/Scale <ol style="list-style-type: none"> 1. Display knowledge of flowers to materials proportion and scale in Floral Art. 2. Display knowledge of flower to flower proportion and scale in Floral Art. 3. Display knowledge of flower to foliage proportion and scale in Floral Art. 4. Demonstrate arrangement to surroundings proportion and scale in Floral Art. 5. Demonstrate geometrical techniques in Floral Art. C. Emphasis <ol style="list-style-type: none"> 1. Apply Focal Point to Floral Art Designs. 2. Demonstrate emphasis in Floral Art Designs. 3. Create location, size, and pattern of Media for Floral Art Designs. 4. Create line direction and directional facing in Floral Art Designs. 5. Display framing and isolation for Floral Art. D. Rhythm <ol style="list-style-type: none"> 1. Interpret Repetition in Floral Art. 2. Demonstrate Transition in Floral Design. 3. Create a radiating line in Floral Design. 4. Apply eye movement to Floral Art Designs. E. Harmony and Unity <ol style="list-style-type: none"> 1. Display color combinations for Artistic Design. 2. Demonstrate placement in Floral Art. 3. Apply Proximity to Floral Art Designs. 4. Interpret Transition in Floral Art Design. F. Contrast <ol style="list-style-type: none"> 1. Create color schemes in Art Design. 2. Demonstrate Medias Used in Floral Art. 			<p>CDE/VPA: Art. Perception: 1.1, 1.3</p> <p>CDE/VPA: Creative Ex.: 2.3</p> <p>CDE/VPA: Aesthetics: 4.2-4.3</p> <p>English/LA: Grades 9-10 <u>Listening & Speaking</u> 1.7</p> <p>English/LA: Grades 11-12 <u>Speaking Applications</u> 2.4 a-d <u>Writing Applications</u> 2.6 a-d</p>

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
X. Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art	25	10	
A. Two-Dimensional Media <ol style="list-style-type: none"> 1. Demonstrate knowledge of Basic Drawing and Layout: Simple Perspective Drawing, Sketching Original Art Works, and Project Layout. 2. Display painting techniques for Floral Art: Color Wheel and Still Life. 3. Create Mosaic Art Designs for Floral Art: Paper and Tile. 4. Apply Printmaking to Floral Art using pressed flowers. 5. Demonstrate photograph and graphic design through computer art. B. Three-Dimensional Sculptures <ol style="list-style-type: none"> 1. Create and display flower and foliage media techniques for specific Floral Art: Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage. 2. Apply mechanics, materials, and media through an introduction to proper care and proper usage of equipment and media. 3. Display specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs. 			<p>CDE/VPA: Creative Exp.: 2.1, 2.3, 2.6</p> <p>CDE/VPA: Hist./Cultural: 3.1, 3.4-3.5</p> <p>CDE/VPA: Aesthetics: 4.1-4.3</p> <p>CDE/OH Advanced: FPD: B.2, E.1,3, H.1-5, I.1, J.1-7, K.1-6</p> <p>CDE/OH: Advanced: LIM: C.1</p> <p>CDE/OH: Advanced: SPH: A.1,2, D.1, N.1, 3-8</p> <p>English/LA: Grades 9-10 <u>Listening & Speaking</u> 1.7</p> <p>English/LA: Grades 11-12 <u>Speaking Applications</u> 2.4 a-d <u>Writing Applications</u> 2.6 a-d</p> <p>Math: <u>Number Sense</u> G7: 1.3, 1.6 <u>Mathematical Reasoning</u> G7: 2.1, 2.4</p>
XI. Aesthetic Valuing and Making Judgments on Individual Works of Art	10	5	
A. Works of Art and Aesthetic Value <ol style="list-style-type: none"> 1. Describe works of art in appropriate terms. 2. Analyze art works in terms of art elements and design principles. 3. Identify sensory qualities. 4. Identify the style and period of viewed art. 5. Evaluate art elements and art principles used in others and own works of art. B. Create Assessments and Methods of Evaluation <ol style="list-style-type: none"> 1. Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and art element and principles critiques. 2. Develop a cultural and historical research paper. 3. Present student critiques and rubrics. 4. Interpret teacher critiques and rubrics. 5. Analyze and interpret art criticisms. 6. Develop an oral presentation for Floral Art. 7. Exhibit a Self-Evaluation. 8. Create verbal and written reflections for Floral Designs. 			<p>CDE/VPA: Creative Exp: 2.2, 2.5-2.6</p> <p>CDE/VPA: Conn/Re/Apps. 5.3-5.4</p> <p>CDE/OH Advanced: LIM: A.1,3</p> <p>English/LA: Grades 9-10 <u>Reading Comprehension</u> 2.2-2.6 <u>Writing Strategies</u> 1.1-1.9 <u>Writing Applications</u> 2.5 a-d, 2.6 a-d <u>Written & Oral English Language Conventions</u> 1.1-1.5 <u>Listening & Speaking</u> 1.7 <u>Speaking Applications</u> 2.2 b-d, 2.3 a-g</p> <p>English/LA: Grades 11-12 <u>Reading Comprehension</u> 2.3 <u>Writing Strategies</u> 1.6, 1.8-1.9 <u>Writing Applications</u> 2.5 a-d, 2.6 a-d <u>Written & Oral English Language Conventions</u> 1.1-1.3 <u>Speaking Applications</u> 2.4 a-d</p>

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XII. Connections, Relationships, and Applications Learned in Visual Art	5	5	CDE/VPA: Creative Exp: 2.3 CDE/VPA: Hist/Cult. Context: 3.4 CDE/OH Advanced: LIM: B.1-5 Math: <u>Number Sense</u> G7: 1.3, 1.6 <u>Mathematical Reasoning</u> G7: 2.1, 2.4
A. Relationships to Other Disciplines 1. Compare and Contrast works of art to other discipline areas. B. Relationships to Careers in Art 1. Compare and contrast methods demonstrated in art careers. C. Applications of Artistic Concepts 1. Visit a local art gallery/museum or apply other floral art field trip. 2. Design an advertisement using art elements, principles, and techniques to display student work at an art exhibition. 3. Create a two-dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture.			
XIII. Creative Expression Through Advanced Floral Design Arranging for Entertainment Purposes		35	CDE/VPA: Creative Exp: 2.3 CDE/VPA: Hist/Cult. Context: 3.4 CDE/VPA: Aesthetics: 4.2-4.3 CDE/VPA: Conn/Rel/Apps: 5.1 Math: <u>Number Sense</u> G7: 1.3, 1.6 <u>Mathematical Reasoning</u> G7: 2.1, 2.4
A. Demonstrate Floral Art Style and Technique Through Holiday Design 1. Identify and create types of centerpieces for seasonal and holiday use. 2. Create accessories for holiday expression: corsages, boutonnieres, balloon arrangements, wreaths, various container media. B. Facilitate Creativity and Interactive Arranging Using Party Design 1. Develop creative arrangements for party occasions. 2. Organize a party to implement in the community including a Specific Details Report: Theme, Colors, Invitations, Set-up, and Map.			

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XIV. Advanced Floral Design Techniques for Intricate Arrangements and Accessories		30	
A. Apply Floral Design Elements and Principles Through Sympathy Arrangements <ol style="list-style-type: none"> 1. Interpret the importance for sympathy flowers in the Floriculture Industry. 2. Identify and describe typical sympathy arrangements and accessories. B. Develop Complete Arrangements and Accessories for Wedding Ceremony Design <ol style="list-style-type: none"> 1. Utilize formal questionnaire for a bridal consultation. 2. Create bouquets for attendants and other persons. 3. Develop reception decorations for the wedding party environment. 4. Create and design accessories for the wedding party ceremony. 5. Prepare price estimate sheets and formal price sheets for the bridal party. C. Apply High-Style and Advanced Floral Designs <ol style="list-style-type: none"> 1. Develop individualized floral design projects based upon art and design techniques. 2. Create advanced floral design styles for various occasions. 			<p>CDE/VPA: Creative Ex.: 2.3</p> <p>CDE/VPA: Hist./Cultural: 3.4</p> <p>CDE/VPA: Aesthetics: 4.2-4.3</p> <p>CDE/VPA: Conn./Rel./Apps.: 5.1-5.2</p> <p>CDE/OH Advanced: FPD: J.1-7</p> <p>English/LA: Grades 9-10 <u>Listening & Speaking</u> 1.7 <u>Speaking Applications</u> 2.2 B-D</p> <p>English/LA: Grades 11-12 <u>Language Conventions</u> 1.1-1.3</p> <p>Math: <u>Number Sense</u> G7: 1.3, 1.6 <u>Mathematical Reasoning</u> G7: 2.1, 2.4</p>
XV. Retail and Wholesale for the Floriculture Industry		30	
A. Demonstrate Necessary Skills to Manage the Floral Design Retail Shop <ol style="list-style-type: none"> 1. Evaluate qualifications to be a Florist. 2. Develop knowledge of types of floral shops. 3. Demonstrate pricing methods and use of computers and machines within the Floriculture Industry. 4. Apply customer service skills and consultations for the Floriculture Industry. 5. Demonstrate knowledge of importance of effective sales skills. 6. Facilitate marketing and promotion for the Floral Retail Shop. B. Management and Facilitation of the Wholesale Floriculture Industry <ol style="list-style-type: none"> 1. Apply floral design skills to contribute to the customer sales management. 2. Demonstrate cut flower processing techniques and skills for the floriculture wholesale industry. 3. Utilize wholesale industry applications to manage floral crop production in greenhouses. 4. Exhibit flower production knowledge and techniques for the Floral Designer. C. Management and Facilitation of Nursery Production and Sales <ol style="list-style-type: none"> 1. Expand plant identification vocabulary, the physiological and morphological factors affecting identification, and the value of that knowledge for workers in the nursery production industry 2. Explain the uses, structural components, advantages and disadvantages of various horticulture structures used in the industry. 3. Prepare planting medias and demonstrate approved procedures for the propagation of nursery plants. 4. Demonstrate a knowledge of nursery production practices. 5. Identify and care for a variety of houseplants. 			<p>CDE/VPA: Aesthetics: 4.1-4.5</p> <p>CDE/VPA: Conn./Rel./Apps.: 5.1-5.2</p> <p>CDE/OH: Advanced: SPH: C.1, E.1-2, 4, F.1-16, G.1-3, 5, 6, 8, H.5, J.3, 4, 6, K.1, 5, 6, 12-13, L.1-5, 9, M.1-6, 8-11, N.1-14</p> <p>CDE/OH: Advanced: FPD: A.1-5, B.1-3, C.1-4, D.1-6, F.1-8, G.1-6, H.4,5, I.1-6, L.1, N.1-14</p> <p>CDE/OH : Advanced: LIM: A.2</p> <p>CDE/OH: Advanced: NPS: A.1-5, B.1-6, C.2-7, D.3-13, G.1-4</p> <p>English/LA: Grades 9-10 <u>Listening & Speaking</u> 1.7 <u>Speaking Applications</u> 2.2 B-D</p> <p>English/LA: Grades 11-12 <u>Language Conventions</u> 1.1-1.3</p> <p>Math: <u>Number Sense</u> G7: 1.3, 1.6 <u>Mathematical Reasoning</u> G7: 2.1, 2.4</p>

IX. COURSE HOURS:

Total Classroom Hours Year One:	180
Total Classroom Hours Year Two:	180
Total Hours:	360

X. STANDARDS REFERENCE CODE:

SCANS:	National Career Preparation Standards
NCDG:	National Career Development Guidelines
AI:	All Aspects of the Industry
SCPS:	State Career Preparation Standards
CDE English/L.A.:	English/Language Arts Standards
CDE Math:	Mathematics Standards
CDE Visual & Performing Arts:	Visual & Performing Arts Standards: Grades 9-12, Proficient and Advanced
CDE/OH: Advanced SPH:	California Department of Education Agriculture Model Curriculum Guide: Advanced Core and Specializations: Specialization in Ornamental Horticulture
CDE/OH: Advanced FPD:	California Department of Education Curriculum Guide: Advanced Specialization in Ornamental Horticulture – Floriculture in Production and Design
CDE/OH: Advanced LIM:	California Department of Education Curriculum Guide: Advanced Specialization in Ornamental Horticulture – Landscape Installation and Maintenance
CDE/OH: Advanced NPS:	California Department of Education Curriculum Guide: Advanced Specialization in Ornamental Horticulture, Nursery Production and Sales

XI. LABOR MARKET INFORMATION:

LMI for local, state, and national data attached.

XII. DEMONSTRATED EFFECTIVENESS

According to the Merced County ROP Follow-Up Report (VE-80C) of June 2002, 73 % of students whose status was known and completed ROP Floral Design in 2001-2002, are either employed or planning to pursue higher education.

6.
**Program Completion
Standards**

At Livingston High School, we have different pathways or programs; one of which is Agriculture. To receive acknowledgment during graduation for being a program completer one must complete the following: (see pathway cord application)

- Have a weighted GPA of 2.0
- Completed the required upper division course work
- Advisor verification of career related activity in pathway
- Student's Action Plan
- Verification that corresponds to Action Plan

Livingston High School Agriculture Department currently does not have proficiency standards created for each class/program. The current plan to rectify this issue is to have the department meet during the summer and create them. Afterwards, the proficiency standards will be taken to the Livingston High School Agriculture Advisory Committee for them to review.

2014-2015 Application: Pathway Cord for Graduation

Name (print): _____ ID#: _____

Applying for which pathway (You may only apply for one):

Health & Public Service Pathway

STEM Pathway

_____ Health/Medical

_____ Agriculture

_____ Public Service

_____ Engineering/Adv Manufacturing

Coursework (completed with a C or higher):

- Health: 2 of: AP Biology, Anatomy, Medical Occupations, Physics or Forensics
- Public Service: 2 of: AP Gov, AP US History, Forensics or Explorations in Pathways
- Agriculture: 2 of: Ag Leadership, Floral Design, Ag Welding/Shop, Ag Foods, Ag Wood
- Engineering/Advanced Manufacturing: 2 of: AP Calculus, Physics, Robotics, Drafting, Auto

10th-12th total weighted GPA (over 2.0): _____

Counselor signature verifying courses/GPA: _____

Event/Field Trips/Community Service:

- Students need to have attended a career focused event or career focused community service during their senior year. This could include (but is not limited to) the trip to the Police Academy, the Health Conference at UC Merced, Police Explorers, being an FFA officer, attending Ag career related trip (not social events). The event/activity can not be something that was a graded class assignment. Please list below:

Pathway teacher verification of activities/events: _____

(Pathway teacher signatures: Health- Mrs. Mouillesseaux, Public Service- Mr. Halpin,
Agriculture- Mrs. Kuhr, Engineering/Advanced Manufacturing- Mr. Lacey or Mrs. Valdez)

Action Plan:

- Please attach your Action Plan
- Please attach your backup information for you post high school plans- Acceptance letter/class schedule/proof of counseling appointment at Merced College/College ID.

Please turn in: 1) This sheet 2) Action Plan 3) Post High School plan backup proof

FOR ADMINISTRATIVE USE:

____ Approved ____ Denied: reason _____ Signature: _____

*Application is due to Mrs. Velasco by Friday, May 1

7.

Description of Facilities and Equipment

The Livingston High School Agriculture Department has had a constant turnover of advisors therefore; a well-developed list of equipment for the department has not been developed. Attached is the agriculture shop inventory that can be seen with a visual walk through. Our administration does not have any sort of inventory of items purchases over the years.

The sheep and goat unit was redesigned from the ground up this year increasing the number of pens available. The necessary show supplies are available to help the students throughout the project and to fit animals for fair. The small animal unit was also rebuilt this year to now include an avian unit. Inside the building there are two rows of 12 cages on either side of the avian unit. The feeders that are inside the avian unit were bought by an advisor so those are not included in the inventory. The swine unit has seven completed units to house swine projects. The swine houses were built by students who have swine SAE projects. There are three unfinished units as well as an unfinished show ring.

The horticulture department has no mother stock but that is something on the department acquisition to list to obtain. The current inventory of plants will be sold at the yearly plant sale and any remaining plants get sold to the local hardware store. Greenhouse and shade cloth areas are available for student use throughout the year.

The agriculture department and the industrial technology department at Livingston High School have not always worked together well for the betterment of the students. Therefore, with the past two teachers that have come in to teach agriculture mechanics have not had an easy time. When it comes to equipment in the shop, it is very difficult to know what truly exists because the industrial arts department doesn't want to share equipment with the agriculture department that was purchased with industrial arts money.

Inventory in AG Department

[illegible]

Inventory in AG SHOP

Quantity	Item Description
4	Lincoln Electric Ideal Arc 250
1	Lincoln Electric AC/DC Arc Welder
1	4x4 Plasma Cam
2	Hypertherm Power Max 1000
1	Miller Spot Welder
1	35 Ton Hydraulic Manuel Power Press
1	Whitney Angle Iron Notch and Bender
2	6 inch Bench Vice
1	4 inch Bench Vice
2	Pipe Yoke Vice
6	Miller CST 280 Welder
2	Drill Press
1	Miller QS 250 Welder
1	Miller Matic 35S Welder
2	Gas Cans
1	Forney 30 FI MIG Welders
2	14 inch Abrasive Cutoff Saws
1	Oxy-actelyne welding/cutting rig
2	Pedal Stool Grinder
1	Battery Charger Model 600T
1	6 inch Bench Grinder
1	1 Miller Matic 200 Welder
4	18 inch Cross cut Saws
5	Hack saw
7	claw hammer
4	smithon hammers
6	ball pin hammer
2	soft blow hammer
1	anuel with stand

1	Miller Matic 35 Welder
1	7 inch metal cut bana saw
1	Scotchman 4014c Sheer and Punch
3	framing squares
5	dust pans
1	Milwaukee m28 5 piece tool set
5	4 1/2 inch angle grinder
1	7 inch angle grinder
1	115 piece drill bit set
6	combination squares
25	Pair of Weldign Gloves
25	Safety Glasses
22	Welding Helmets
1	Wire Wheel Pedal Stool
2	misc. tool boxes
10	8 inch C clamps
5	Vice Grip Clamps
1	Beverly Sheer
1	36 inch Stomp Sheer
15	Coveralls
20	cotton Welding Jackets
5	Leather Welding Jackets
4	Inert Gas Cylinders
1	Argon Cylinder

8.

Five Year Acquisition Schedule

Each advisor has their own wish list which we then compile the wish lists together to make one large department 5 year equipment acquisition list. We meet as a department during the summer to discuss what are goals for the department are and what areas need the most attention to determine where the funds will get spent. This acquisition schedule is shared with Administration and the Agriculture Advisory Committee.

**Livingston High School Agriculture Department
5-Year Facility and Equipment Acquisition Plan**

2014-2015

- Develop School farm plots
- Renovate the Sheep/Goat Unit
- Purchase new Fair Show Equipment/Signs
- Purchase a new Ag Truck/Gator
- Clean and organize the “old” Ag Office.

2015-2016

- Acquire Mother Stock for OH unit
- Complete Swine Unit – New feeders
- Expand outside Ag. Mech. Area for student projects
- Build a FFA BBQ trailer
- Improve OH Unit with Transplanting tables
- Purchase new equipment for Ag Mechanics Team

2016-2017

- Student teacher
- Plant a Grape Vineyard
- Install Permanent Raised Planter Beds with Irrigation
- Purchase a copy machine
- Purchase laboratory supplies for Ag. Biology and Earth Science
- Purchase new printer for computer lab

2017-2018

- Student teacher
- Purchase new hand tools for fair
- Purchase new department laptops
- Improve Animal Anatomy equipment
- Improve School Farm Buildings

2018-2019

- Student teacher
- Improve the AG Mechanics curriculum and equipment
- Purchase a new MIG welder
- Hire a 5th Teacher

9.

Staff Assignments

Each summer the Staff Chart of Responsibilities is update during the advisor meeting to reflect each advisor's strength. There are some responsibilities that are shared amongst all members of the department. Department Chair responsibilities are also noted on the staff assignment sheet. The department chair is elected every two years by the department. The current department chair is Stefanie Kuhr.

2014-2015 LHS Agriculture Department Staff Assignments

Ag Department

Schiber

Kuhr

Randall

McGuire

Department Chair		X		
Accounting				
CATA Registration		X		
Departmental / District Accounting / PO's		X		
FFA Accounting / PO's		X		
Hotel Reservations		X		
Office Supplies Orders		X		
Perkins Funding Application		X		
ROP Accounting / PO's		X	X	
ROP/ Site/ Incentive Budget		X		
Warehouse Orders		X		
SBO-FFA		X		
General Program / Facility				
5-year Equipment Allocation (5 YEAR PLAN)		X		
Advisory Committee Roster & Minutes		X		
Ag Advisory Committee Planning and Agenda		X		
Ag Booster Committee		X		
Chart of Staff Responsibilities		X		
Comprehensive Program Plan		X		
Department Marketing / PR / Liason	X	X		
Graduate Follow-Up			X	
Incentive Grant		X		
Incentive Grant Reviews		X		
In-Service Activities List		X		
Maintain Comprehensive Program Plan Binder		X		
Maintain Program Management Binder		X		
Maintenance Requests	X	X	X	X
Quarterly / Yearly CATA Meetings / Events	X	X	X	X
R2 Report & Roster			X	
Recruitment	X			
Report of Expenditures		X		
Transportation Requests/Requisitions		X		
FFA Advisor				
Advance Leadership Academy Conference	X			
American FFA Degree Applications	X			
Chapter Officer Leadership Conference	X			
Chapter Reportor	X			
Greenhand Conference	X			
Made for Excellence Leadership Conference	X			
Organize Local Project Competition	X			
Organize Sectional Project Competition				X
Oversee Planning for FFA Meetings	X			
Quarterly FFA Activities List for Class Grading	X			
Regional Officer Leadership Conference	X			
Registration for CDE Contest	X	X		
Registration for Conferences	X	X		
Scrapbook	X	X		
Sectional Officer Leadership Conference	X			
State FFA Degree Applications	X	X	X	X
State FFA Leadership Conference	X	X	X	X

2014-2015 LHS Agriculture Department
Staff Assignments

	Schiber	Kuhr	Randall	McGuire
Animal / Livestock				
Fair Supplies	X	X	X	X
Beef/Dairy Cattle			X	
Small Animal Unit (Rabbits/Poultry)		X		
School Farm (sheep)		X		
School Farm (swine)				X
School Farm (goats)	X			

Facility				
Floriculture / Outside Floral Fridge			X	
General Care and Maintenance	X	X	X	X
Greenhouse			X	
Horticulture Plots (Food Science)		X		
Nursery Facility (Shade Cloth)			X	
OH Storage Containers			X	
Shop Storage				X
Shop Manager				X

Shop / Equipment / Machinery				
Ag Shop Maintenance - Welding				X
Ag Shop Maintenance - Wood & Power Mechanics				X
Ag Trucks				X
Livestock Trailers				X
School Shop and Equipment				X
Shop Nights				X
Storage Buildings				X

Facility				
BBQ - Cooking				X

Project Supervision				
Ag Mechanics				X
Beef Projects			X	
Dairy Cattle Projects			X	
Goat Projects	X			
Floriculture Projects			X	
Horticulture Projects			X	
Rabbits		X		
Sheep Projects		X		
Swine Projects				X
Work Experience Projects		X		X

**2014-2015 LHS Agriculture Department
Staff Assignments**

	Schiber	Kuhr	Randall	McGuire
FFA Judging Teams / Contests				
BIG (Consult/Assist Student Teacher)				X
Cotton				X
Creed Speaking	X			
Extemporaneous Speaking				X
Floriculture			X	
Grapevine	X			
Job Interview			X	
Land	X			
Farm Power		X		
Parli-Pro				X
Opening and Closing Advanced	X			
Opening and Closing Novice	X	X	X	
Prepared Public Speaking				
Impromptu		X		
Awards				
Awards Banquet	X	X	X	X
Greenhand / Chapter Farmer Awards Ceremony	X	X	X	X
National Chapter Award Application	X	X		
Scholarships			X	
POA Tabulations	X			
Proficiency Awards		X		
Fundraisers				
Ag Mechanics Projects (Plasma Art and Wood)				X
Drive Thru BBQ	X	X	X	X
Booster		X		
Plant Sale (Spring)			X	
Placement Ads		X		
T-shirt Sale		X		
Winter Formal	X

10.

FFA Program of Activities

Each year the Livingston FFA Program of Work is updated by the members, advisors, administration, and invested members of the community regarding the plan for the program. It covers all necessary information such as the FFA programs history, goals of the program, and the importance of Agricultural Education. A current copy of the Program of Work is sent to the Regional Supervisor by the 15th of December.

Livingston High School FFA

Livingston High School Agriculture Department

2014 - 2015

Program of Activities

Overview / Budgets

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President's Message

Dear Chapter Members,

The 2013 - 2014 school year is off to a great start as we strive to build up the excitement for another awesome year. The Livingston High School FFA Chapter is taking part in traditions that dates back to the start of this great organization. This year we have over 200+ freshman enrolled in at least one of our five agriculture classes. With such a large number of members, we were able to expand our number of Agriculture Advisors to three. Together the advisors and students are looking forward to a year full of fun, hard work, and personal growth.

With an officer team of six excited young adults we planned out the school year with one key idea in mind: *Increase member involvement in order to have a successful year.* The heart of every class, club and organization depends on its members. Without members it would not be possible to achieve anything. Our Chapter has the power to make a difference in not only our school but also in our community.

Our FFA Chapter offers a variety of opportunities to ensure that every member has an equal opportunity to be involved. A few of those opportunities include becoming an officer, raising animals as part of a SAE, attending conferences, and community service. The possibilities are endless!

I look forward to working with my officer team, advisors and fellow FFA members to leave a positive yet lasting mark on our chapter, school, and community. Gear up for a year full of excitement Livingston FFA! #AGPOWER!

Sincerely,

Hannah Friesen

Hannah Friesen
2014-2015 Chapter President

Officer's Message

Left to Right:

Top Row: Liliana Reyes (Secretary), Lindsay Silva (Reporter), Jazmin Becerra (Historian), Hayley Randall (Sentinel) and Georgina Reyes (Treasurer).
Bottom Row: Hannah Friesen (President) and Danielle Brusenski (Vice-President).

Dear Members,

As our officer team went on the annual officer retreat, we had high hopes for the 2014-2015 school year. After determining how our chapter positively impacts its members, we created the theme, "The grass is greener on the aggie side" to describe the benefits that come along with being a Livingston FFA Member.

Welcome back Livingston FFA to the 2014-2015 school year. We invite you to join us in our adventures and activities throughout this year. We have many fun and exciting activities planned for the membership. We will be having monthly FFA meetings, such as, a movie night meeting, burrito bingo, barnyard scramble, and even a trip to Frightmare Farms. We will also be attending various conferences and contests throughout the state. We invite you to join us while we attend MFE/ALA, Opening and Closing Ceremonies Contests, multiple field days and the State FFA leadership Contest. Last, but certainly not least, we encourage that you take on a SAE project to show at the Merced County Fair with your fellow members.

We are very excited to show you that the grass is greener on our side, the aggie side. In the FFA there are plenty of opportunities to grow and learn. We hope that you take full advantage of what lies ahead.

Hannah Friesen, Danielle Brusenski, Liliana Reyes, Georgina Reyes, Lindsay Silva, Hayley Randall, and Jazmin Becerra

2014-2015 Chapter Officers

Advisor's Message

Louis Randall, Kaylyn Schiber, Stefanie Kuhr, and Kevin McGuire

Dear Chapter Members,

The Advisors of the Livingston High School FFA would like to welcome everyone to the Livingston FFA and Agriculture program for the 2014-2015 school year!

As Advisors, we are committed to making a positive difference in the lives of young people through the variety of resources and opportunities that agriculture education and the FFA have to offer. A few of our main focuses this year are to begin to develop a strong and supportive, parent driven Booster club as well as fostering growth in our program so that Livingston FFA and the agriculture program at Livingston High School can become one of the best in the state of California!

We encourage all FFA members to get involved and we look forward to all the successes and adventures that the 2014-2015 school year has ahead!

Sincerely,

Stefanie Kuhr, Louis Randall, Kaylyn Schiber and Kevin McGuire

The Livingston FFA Advisors

Chapter Goals

Our 2014-2015 FFA officer team created the following chapter goals during our annual FFA Chapter Officer Retreat held at Lake McClure in August 2014:

2014-2015 Livingston FFA Chapter Goals

1. Increase freshmen and sophomore involvement in Career Development Events and Public Speaking by motivating membership by having an informational meeting and class presentations by October 1st, 2014.
2. A student who has gone above and beyond their duties shall be elected by the officers prior to the first Monday of the month as "Star Aggie" and will be awarded at the end of the year banquet.
3. Carry over \$2,000 in the account for the 2015-2016 fiscal year.
4. Increase community awareness about the LHS Ag Booster Club using social media and newspaper to accomplish a minimum of 10 people.
5. Establish chapter website and social media pages to help promote our chapter by August 11th, 2014.
6. Have all membership participate in Reminder 101 to stay updated in all chapter events by September 1st, 2014.
7. Publish a newsletter/e-newsletter on the 1st of August, October, December, February, April, and May, to be solicited at True Value, LFA, Geno's, and Starbucks.

Calendar of Activities

June

13-19	Merced County Fair	Merced	Ag Staff
20-24	CATA Conference	San Luis Obispo	Ag Staff

July

10-12	Officer Retreat at Lake McClure	Lake McClure	Ag Staff
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August

18	First Day of School	LHS	Ag Staff
25	Placemat Ads Fundraiser	Ag Class	Ag Staff
26	Back to School Night	LHS	Ag Staff
27	FFA "Pool Party" Mtg	LHS Pool	Ag Staff

September

1	Labor Day Holiday	(no school)	
6	Merced River Ag Booster Dinner	Snelling	Ag Staff
9	Merced-Mariposa CATA & FFA SOLC	Merced College	Ag Staff
19-21	Sweet Potato Festival	Livingston	Ag Staff
24	Greenhand Leadership Conference	Modesto	Schiber

October

3	LHS Homecoming Game Parade	LHS	Ag Staff
4-5	FFA COLC	Denair	Ag Staff
9	Farm2U	Merced	Schiber
11	Frightmare Farms Trip	Merced	Ag Staff
15	Opening and Closing Ceremonies	Gustine	Ag Staff

November

5	Greenhand/Chapter Degree Banquet	LHS	Ag Staff
12	CATA Section Mtg	Woolgrowers	Ag Staff
20	State Officer Visit	LHS	Ag Staff
21	CATA Road Show	Delta College	Ag Staff
23	CATA Regional Meeting	Murphys, CA	Ag Staff
19-23	Thanksgiving Break	(no school)	

Calendar of Activities

December

4	Sectional Project Competition	LHS	Ag Staff
9	FFA "Christmas" Mtg	Ag Dept.	Ag Staff
13	Winter Formal	LHS	Ag Staff
18	LHS End of Semester		

January

5	2 nd Semester Starts		
13	FFA M/M Section Manuscripts Due	LHS Ag Dep.	Schiber
14	FFA "Movie Night" Mtg	LHS	Ag Staff
24	FFA "Super Saturday"	Merced College	Ag Staff
28	Merced Fair Student Parent Exhibitor Mtg	Ag Dept.	Ag Staff

February

4	Project Comp. Banquet	Merced Fairgrounds	Ag Staff
20-21	FFA MFE/ALA Conference	Modesto	Ag Staff
23-27	FFA Week Activities	TBD	Ag Staff
25	FFA "Burrito Bingo" Mtg	LHS	Ag Staff
28	FFA / CATA Regional Meeting	Delta College	Ag Staff

March

7	UC Davis Field Day	CSU, Chico	Ag Staff
14	Chico Field Day	UC Davis	Ag Staff
21	Merced College Field Day	Merced College	Ag Staff
28	Modesto JC Field Day	MJC	Ag Staff

April

18	Fresno State Field Day	Fresno State	Ag Staff
19-21	FFA State Leadership Conference	Fresno State	Ag Staff
23	M/M Sectional Meeting	LHS	Ag Staff
29	Greenhand Mtg	LHS	Ag Staff

May

2	Cal-Poly SLO State Finals Field Day	San Luis Obispo	Ag Staff
6	Chapter Officer Apps Due	Ag Dept.	Ag Staff
20	Chapter Awards Banquet	TBA	Ag Staff
30	Incentive Trip	TBA	Ag Staff

June

5	Last Day of School / Graduation		
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FFA and Agricultural Education

When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal, academic and career experiences essential for your success. Get to know the “three circles” that make this possible.

Classroom/Laboratory Instruction- Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with your teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

Supervised Agricultural Experience (SAE)- Nothing takes your skills to highest level faster than putting them into practice. Through an SAE, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

FFA- As an FFA member, you'll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.

FFA Mission and Strategies

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

To accomplish this mission, FFA:

- Develops competent and assertive agriculture 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 Emblem

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.

The cross-section of an ear of corn serves as the emblem's foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state.

The rising sun appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future.

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

The owl represents knowledge and wisdom.

The eagle is perched on top of the emblem and served as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

Finally, the words, "**Agriculture Education**" surrounding the letters "FFA" indicate that the FFA is an important part of the agricultural education program.

FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

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.

FFA Colors and Motto

Colors

The National FFA Organization chose national blue and corn gold as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

Motto

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

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

FFA Official Dress

One of the most unifying elements for any group is its uniform. In FFA, the uniform members wear to local, state and national functions is called official dress. It provides identity and gives the organization a distinctive and recognizable image.

Proper Use of the FFA Jacket

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat at all times.
- The back of the jacket includes only: a large official FFA emblem, the name of the state association and the name of the local chapter, district or area. The front of the jacket includes only: a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- 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.
- 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.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia should not be attached to or worn on the jacket.
- When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering should be removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- A member should act professionally when wearing the official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer pins, and other award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA 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.

Official FFA Dress

- Official dress for female members is a black skirt, white blouse with blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.
- The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks and the official jacket zipped to the top.

FFA Code of Ethics

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization's image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

The FFA Code of Ethics

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

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

Leadership

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

Public Speaking

- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview
- Opening and Closing Ceremonies Speaking Contest

Committees

- Every member on at least one committee or involved in some kind of activity. The objective of each committee and committee chair(s) is to plan, prepare, organize, and implement each activity/event.
 - Annual FFA Awards Banquet – Overall
 - Annual FFA Awards Banquet – Awards
 - Annual FFA Awards Banquet – Decorations
 - Annual FFA Awards Banquet – Food
 - Annual FFA Awards Banquet – Music
 - Annual FFA Awards Banquet – Script / Program
 - Annual FFA Awards Banquet – Tickets
 - Annual FFA Awards Banquet – Video / Flyers
 - Canned Food Drive
 - FFA Homecoming Float
 - FFA “Sports Extravaganza” Meeting
 - FFA “Morning Madness” Meeting
 - FFA “Movie Night” Meeting
 - FFA “Point Awards” – Tabulations/Recording
 - FFA “Pool Party” Meeting
 - Floral Arrangements
 - Greenhand / Chapter Degree Ceremony
 - Local Creed, Prepared, Job Interview, etc... Contest(s)
 - National FFA Week – Basketball Tournament
 - National FFA Week – Dress-Up Days
 - National FFA Week – “Kiss-the-Pig”
 - Program Medical Forms / R2 Forms
 - Placemat Ad Sales

- Select Chapter members as Chairpersons for Committees

Degrees and Awards

- Encourages every member to apply for Greenhand and Chapter Farmer FFA Degree Encourage every qualified member to apply for the State and American FFA degree
- Encourage members to apply for State Proficiency Awards

Officer / Leadership Training

- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers
- Sectional & Regional Officer Training
- Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento Leadership / Washington DC Leadership Conference

Meetings

- Conduct meetings in an orderly fashion by utilizing Parliamentary Procedures
- Have regularly scheduled Chapter Officer and Chapter Meetings
- Encourage every member to attend and participate at all meetings
- Send delegates to all Sectional, Regional, State, and National Meetings

Offices

- Encourage local members to run for local, sectional, regional, and state offices
- Invite Sectional, Regional, and State Officers to speak to your chapter

Earnings and Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our **2014-2015** school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:

- Livingston FFA Car Wash
- Winter Formal Dance
- Livingston FFA Plant Sale
- Placemat Ad Fundraiser

The chapter is hoping to add additional fundraising opportunities this school year once our booster club is

Conduct of Meetings

Hold Regular, Well-Planned Meetings that Capture the Chapter's Interest and Participation

- Have weekly Chapter Officer Meetings
- Have regular month Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well-planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

- A special desert meeting will be held for the Greenhand/Chapter FFA Degree Installation Banquet
- A very special Awards Banquet will be held in May to wrap up the year.

The Official Ceremonies will be used at all Meetings

- All officers are required to learn their part.
- The officers will wear the official uniform at all meetings
- The necessary paraphernalia will be used at all meetings.

Scholastic Achievement and Scholarships

The chapter will encourage students to strive for academic excellence.

1. Improve scholarship of FFA members in all academic subjects

- A. Encourage members to strive for C.S.F. standards
- B. Strive to have all FFA members on the honor roll
- C. Award points on the Chapter Point Awards system for good grades
- D. Require that all Chapter Officers maintain at least a B in all agriculture classes.
- E. Members participating in competitive events shall not fall below a C or 2.0 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.

2. Will strive to improve home technology, reading and library use.

- A. Encourage each member to subscribe and read at least one agriculture publication.
- B. Encourage each member to use school and county libraries for agriculture research projects.

3. Will encourage Seniors to apply for scholarships available to them in order to continue their education.

- A. Twelfth grade members are encouraged to apply for scholarships including the Bloss, Fancher, Winton Grange, Farm Bureau, and Atwater Ag Booster Scholarship which are available to agriculture students.
- B. Twelfth grade members are encouraged to apply for any scholarships which are available to them for the school they are planning to attend.
- C. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships which may be available to them as a result of their parent's affiliation with a lodge or places of employment.

4. Scholastic Awards

- A. Award trophies to the Agriculture students in each grade level with the highest GPA.

Public Relations

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

Media

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional and state media publications
- Extend media coverage beyond newspapers and publications (i.e. radio, tv, etc...)
- Continue to develop a website as an information resource
- Extend and participate in new communication technology resources such as Facebook

FFA Week

- Use various forms of media to keep the public informed during FFA Week
- Conduct school and community activities throughout FFA Week

Various FFA Events and Activities

- Select worthy persons as Honorary Chapter farmers
- Recognize worthy individuals to receive Certificates of Appreciation
- Provide community advertisements through Placemat Ad fundraiser
- Host various award recognition ceremonies for parents and families of FFA members
- Sponsor a parent / member banquet
- Maintain a chapter scrapbook
- Chamber of Commerce and other community service clubs
- Serve at the Livingston FFA Awards Banquet

Fairs and Official Show Uniforms

Official Show Uniform

The official Show Uniform for FFA members consists of:

White shirt or blouse, white pants, FFA tie, and FFA jacket. Shoes should be appropriate for what you are showing.

Fairs

The Livingston FFA Chapter is involved in one fair throughout the year. The livestock and agricultural mechanics projects are exhibited throughout the state, where the chapter wins many awards and honors. The animals that are exhibited include market and breeding sheep, market and breeding beef, market and breeding swine, dairy cattle, rabbits, market, breeding, and dairy goats.

The Fairs that are attended are:

- (Summer) Merced County Fair

Merced County Fair SAE Budgets

	Market Hog	Market Lamb	Market Goat	Market Steer
<u>Expenses</u>				
Purchase of animal	225	225	200	800
Livestock Insurance	15	15	10	50
Veterinary Supplies	10	5	5	20
Fair Bedding	10	15	15	20
Feed	190	100	100	640
Show Supplies	15	20	20	30
<u>Income</u>				
Sale of hog (230lbs @ \$2.25/lb)	465			
Sale of lamb (130 lbs @ \$3/lb)		390		
Sale of goat (100 lbs @ \$3.50/lb)			350	
Sale of steer (1200 lbs @ \$1.30 /lb)				1560
Total Estimated Receipts	465	390	350	1560
Total Estimated Expenses	465	380	350	1560
Estimated Net Profit	0	10	0	0

Merced County Fair SAE Budgets

	Bred Heifer	Dairy Heifer	Fryer Rabbit	Rabbit Meat Pen
<u>Expenses</u>				
Purchase of animal(s)	800	1200	20	60
Livestock Insurance	60	60		
Veterinary Supplies	60	75		
Fair Bedding	20	40		
Feed	650	500	10	10
Show Supplies	30	75	25	25
Breeding Fees	125			
<u>Income</u>				
Sale of beef bred heifer	1800			
Sale of dairy replacement heifer		2000		
Sale of rabbit(s)			70	130
Sale of steer (1200 lbs @ \$1.30 /lb)				
Total Estimated Receipts	1800	2000	70	130
Total Estimated Expenses	1620	1950	55	95
Estimated Net Profit	180	50	15	35

Point Awards System

Livingston FFA Point Award System 2013-2014

Plaque awards will be presented to the top twenty in terms of total points according to this "Point Club" system. Awards will be given to the elite students who meet the following criteria: must turn in a point sheet for each month due date, and must also be eligible. The top twenty students will be eligible to go on a three day, two nights, luxury Achievement Trip during the summer. This requires a minimum of 1000 points. Final points need to be submitted by the date posted by advisors.

Points must be done individually by students! Point sheets are to be turned in to your Agriculture teacher by the given due date with no exceptions! Points are final once turned in, no revisions are allowed! If you are caught cheating you are automatically removed from the contest.

Points are earned as follows:

I. Leadership

A. <u>Greenhand Degree</u>	25
B. <u>Chapter Degree</u>	50
C. <u>State Degree</u>	100
D. <u>Constitutional Chapter Officer</u>	200
E. <u>Sectional Officer</u>	100
F. <u>Regional Officer</u>	150
G. <u>Attendance at Chapter Meeting</u>	50
1. <u>Wearing FFA attire at Chapter Meeting</u>	25
2. <u>Bringing a parent to a meeting</u>	25
H. <u>Representing Chapter at:</u>	
<u>Sectional Meeting</u>	25
<u>Regional Meeting</u>	50
<u>State Meeting</u>	100
<u>National Meeting</u>	150
I. <u>Committee Chairperson</u>	50
J. <u>Committee Member</u>	25
K. <u>Own FFA Jacket (Awarded in the Month of May)</u>	100
M. <u>Officer in other school organization</u>	10

II. Projects

A. <u>Each approved enterprise (Awarded in the month of May)</u>	50
B. <u>Entry into Local Project Competition</u>	40
C. <u>Entry into Sectional Project Competition</u>	60
1. <u>Gold Award</u>	100
2. <u>Silver Award</u>	50
3. <u>Merit Award Winner</u>	100
4. <u>Division Winner</u>	150
D. <u>Proficiency Awards</u>	
1. <u>Local Winner</u>	25
2. <u>Sectional Winner</u>	50
3. <u>Regional Winner</u>	75
4. <u>State Winner</u>	100
E. <u>Project Facility Manager</u>	75

III. Exhibiting at Fairs and Shows

A. Ornamental Horticulture/Floriculture Exhibit	10
B. Landscape Exhibit	25
C. Each Livestock Entry (Beef, Dairy, Sheep, Swine, Horses)	25/first 2 (5 points for each additional animal)
D. Each Small Animal Entry (Birds Rabbits etc.)	5/first 10 (2 points for each additional animal)
E. Grand Champion	100
F. Reserve Grand Champion	70
G. Champion (Best Breed)	50
H. Reserve Champion (Best Breed)	40
I. Showmanship (Advanced, Novice, and Freshman)	
First	100
Second	80
Third	60
Fourth	40
Fifth	20
J. Round Robin/ Master Showmanship	
First	200
Second	120
Third	100
Fourth	80
Fifth	60
Sixth	40
K. Market Animal	
Group 1	10
Group 2	5
L. Breeding Animals	
First	10
Second- Fifth	5
M. Market Animals	
First	10
Second- Fifth	5
N. Landscape	
First	10
Second- Fifth	5
O. Any other special award or recognition	25

IV. Curricular Events

A. All judging teams	
1. Team member (Awarded in May)	100
2. Each contest	25
3. Top Five- Team Overall	75
4. Top Five- Individual Overall	50
5. Top Five- Team Sub- contest	10
6. Top Five – Individual Sub- contest	10
7. Public Speaking	
A. Sectional Level	25
B. Regional Level	50
C. State Level	100
D. State Finalist	
1. Top 5	200
2. High Individual	500
8. State finals	50
A. Team Placing	100

B. Individual Placing	100
9. National finals	100
A. Team Placing	100
B. Individual Placing	100

V. Special Awards

A. Star State Sectional Farmer	50
B. Star State Reporter	
1. Bronze	25
2. Silver	50
3. Gold	100
C. Star State Regional Farmer	100
D. State Scholarship Finalist	100
E. State Scholarship Winner	250

VI Chapter Work

A. Fundraisers	1 pt/every \$1 sold
B. Dinners	50
A. In Full Uniform	100
C. Chapter Work	10/hr

Chapter Constitution

Constitution

Livingston FFA Chapter
Revised July 2014

Article I- Name and purposes

Section A. The name of this organization shall be referred to as the Livingston FFA Chapter.

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

1. To develop agriculture leadership skills among all members.
2. To develop a global awareness of agriculture.
3. To bestow confidence among agriculture students and their work.
4. To promote agriculture career opportunities through hands on training.
5. To develop competencies in communication, human relations, and social abilities.
6. To build cooperative attitudes among agriculture students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for agriculture students.

Article II – Organization

Section A. The Livingston FFA Chapter is a chartered local entity of the Merced/Mariposa FFA Section, which is located in the Central Region of the California Association of the Future Farmers of America.

Section B. The chapter accepts in full the provision in the organization and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III- Membership

Section A. Membership is limited to students enrolled in Vocational Agriculture at Livingston High School.

Section B. Membership of the graduates is limited to students that were active members in high school.

Section C. The Livingston FFA is a 100% affiliated chapter with every students becoming a member of the FFA when they enroll in an agriculture class.

Section D. No students may participate in any FFA activities unless they are members of good standing. Good standing is defined as:

1. Maintaining a minimum grade point average of 2.0.

2. No more than one unsatisfactory citizenship mark.

Section E. The FFA advisors at their own discretion have the right to dismiss any member from the FFA organization at any time with approval of the administration.

Section F. Membership in the chapter shall be of three kinds:

1. Active
2. Alumni
3. Honorary-As define by the National FFA Constitution.

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

Section H. Honorary membership in the chapter shall be limited to Honorary FFA Degree.

Section I. There shall be four levels of active membership in this chapter. These are:

1. The Greenhand FFA Degree-All "Greenhands" are entitled to wear the regulation bronze pin.
2. The Chapter FFA Degree-All Chapter degree recipients are entitled to wear the regulation silver pin.
3. The Golden State FFA Degree-All members holding the degree of the State FFA are entitled to wear the regulation gold emblem charm.
4. The American FFA Degree-All members holding the degree of American FFA are entitled to wear the regulation gold emblem key.

Article IV-Degrees

Section A. Greenhand FFA Degree. Minimum qualifications for election:

1. Be enrolled in agriculture education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program Activities.
6. Have access to the Official FFA Manuel and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Section B. Chapter FFA Degree. Minimum qualifications:

1. Must have received the Greenhand FFA Degree
2. Must be enrolled in their second year of agriculture education and have an approved Supervised Experience Program.

3. Participate in the planning and conducting three official chapter functions.
4. Have earned at least \$150 or worked at least 45 hours and have developed plans for growth of the Supervised Agricultural Experience Program.
5. Have effectively led a group discussion for 15 minutes.
6. have demonstrated five procedures of parliamentary law
7. Shows progress towards individual achievement in the FFA awards Program.
8. Have satisfactory record.
9. Submit a written application for the Chapter FFA Degree

Section C. State FFA Degree. Minimum qualifications:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section D. American FFA Degree. Minimum qualification

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section E. Special Committees shall review the qualifications of the members and make recommendations to the chapter concerning degree advancement.

Article V –Officers

Section A.

- Clause 1: The officers of Livingston FFA Chapter shall be: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian and Chapter Advisor.
- Clause 2: These officers and advisor shall constitute the Executive Committee.

Section B. The seven officers of the chapter, except the advisor, shall be elected annually by majority vote of the active membership of the Livingston FFA chapter. Ties between the two candidates shall be broken by the decision of the FFA Advisor.

Section C. The nominating committee shall be composed:

1. The most recent past FFA President (if available)
2. The 12th grade chapter officers
3. The FFA Advisor/s
4. Any other active 12th grade member that the advisor chooses (this only applies when a small number of 12th grade officers occur in a year).

Section D. Officer Eligibility. Minimum qualification to run for chapter office.

1. Must have and maintain a 2.5 Grade Point Average
2. Greenhand Officers must have and maintain a 2.0 GPA
3. For the office of president:
 - a. The applicant must have already completed at least 2 years of Agriculture classes

- b. Have held a previous office
 - c. And/or held the Chapter FFA Degree.
- 4. Other offices required:
 - a. Have completed a year of agricultural class.
 - b. Hold the Greenhand FFA Degree
 - c. And be eligible for the Chapter FFA Degree

Section E. A letter of resignation should be sent to the chapter advisor in the case of any officer constitutes being vacant when the officer is absent from the unexcused (without advisor approval) meetings, either a regular meeting or an executive meeting. Should any vacancy occur in the office, the advisor may appoint a member to fill the office until the next regular election with majority vote or consent from the voting delegates at a regular meeting.

Section G. The duties of the officers shall be:

Clause 1: President

- 1. Preside over meeting according to the 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 (POA).
- 4. Represent the chapter in public relation and official functions.

Clause 2: Vice President

- 1. Assume all duties of the president if necessary.
- 2. Develop a POA and serve as an ex-officio, non-voting member of the POA committee.
- 1. Coordinate all committee work
- 2. Work closely with the president and advisor to assess progress toward meeting chapter goals.
- 3. Establish and maintain a chapter resource file.
- 4. Maintain the Chapter Point Award System.

Clause 3: Secretary

- 1. Prepare and post the agenda for each chapter meeting.
- 2. Prepare and present the minutes for each chapter meeting.
- 3. Place all committee reports in the designated area in the FFA Chapter Workbooks: Secretary, Treasurer and Program of Activities Workbook or the computer software.
- 4. Be responsible for chapter correspondence.
- 5. Maintain member attendance and activity records and issue membership cards.
- 6. Keep the POA Wall Chart up-to-date.
- 7. Have on hand for each meeting:
 - a. FFA Chapter Books: Secretary, Treasurer and The Program of Activities Workbook or computer software.

- b. Copy of the POA including all standing special committees.
- c. Official FFA Manual and Student Handbook
- d. Copy of the Chapter Constitution and bylaws.

Clause 4: Treasurer

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

Clause 5: Reporter

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. Send local stories to area, districts and state reporters.
5. Send articles and photographs to FFA New Horizons and other national and regional publications.
6. Work with local media on radio and television appearances and FFA news.

Clause 6: Sentinel

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

Clause 7: Historian

1. Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of activities and submit stories of former members to the media.

4. Serve as chapter photographer.
5. Prepare slide shows for recruitments, Greenhand Banquet and The End of the Year Banquet.

Clause 8: Advisor

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1. Advise the organization in all problems.
2. Help members in any way.
3. Assist the president in conducting activities of the chapter.

Article VI – Voting

Section A. Secret ballot will occur for all officers and special elections.

Section B. Every member of the Livingston FFA Chapter is eligible to vote.

Article VII – Impeachment of Officers

Section A. Immediate Impeachment

1. The FFA Advisor will implement and enforce a 3-strike system to remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps to Impeachment

1. Any FFA Chapter Officer not fulfilling the duties of the office as described by this constitution will be required to meet with the advisor and the principal and parent will be notified.
2. A written 3-Strikes agreement will be drawn up by the advisor based on the conversation of the meeting in step one, and will be confirmed and signed by the advisor and officer in question.

Section C. Filling Vacant Offices

1. Office vacancies will first be filled by candidates that completed the application and interview process to become a chapter officer. The FFA advisors will choose the candidate that will best fill the vacant office.
2. If there is no candidate available that completed the officer screening process, then the current office advisors will choose two active members to run for the open position. The chapter will fill the vacant position by secret ballot majority vote.

Article VIII – Assessments

Section A. As long as the Incentive Grant funds are available, dues shall be paid for all members through that source.

Article IX – Eligibility

Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisor's Discretion.

Clause 1: No student may exhibit at Chowchilla Fair if their:

1. GPA is less than 2.5
2. Do not get their advance excuses signed for the entire week
3. Have received more than one unsatisfactory citizenship mark

Clause 2: Exhibitors may not show at Merced County Fair if:

1. They have any summer school that conflicts with Merced County Fair

Section B. Members must maintain a 2.0 Grade Point Average (GPA) overall to be eligible to participate above the chapter level.

Article X – Amendments

Section A. To amend the constitution, a majority vote of the active members is required

Section B. To become effective, an amendment must be posted for two weeks previous to the vote of the active members

Article XI – Ratification of the Constitution

Section A. This constitution shall become effective when passed by majority vote of the members voting.

OFFICER ROLES & RESPONSIBILITIES

President

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 (POA)**
4. Represent the chapter in public relations and official functions.

Vice-President

1. Assume all duties of the president if necessary
2. Develop the POA 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
6. **Maintain and update the chapter points for the point award system**

Secretary

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 in the FFA Chapter Workbooks: Secretary, Treasurer & Program of Activities Workbook or the computer software
4. **Be responsible for chapter correspondence**
5. Maintain member attendance and activity records and issue membership cards
6. Keep the POA wall chart up-to-date
7. Have on hand for each meeting
 - a. FFA Chapter Books: Secretary, Treasurer, and Program of Activities Workbook or the computer software
 - b. Copy of the POA including all standing and special committees
 - c. Official FFA Manual and Student Handbook
 - d. Copy of the Chapter constitution and bylaws

Treasurer

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

Reporter

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. **Send local stories to area, district and state reporters.**
5. Send articles and photographs to FFA New Horizons and other national and regional publications.
6. Work with local media on radio and television appearances and FFA news.

Sentinel

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.**

Historian

1. Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of chapter activities and submit stories of former members to the media.
4. Serve as the chapter photographer.
5. **Develop slideshows for chapter recruitment, greenhand banquet, and the end of the year banquet.**

Other Officers

1. Other officers may include:
 - a. **Historian:** in charge of scrapbook and assisting the Reporter with publicity.
 - b. **Chaplain:** helps to guide spiritual aspects of the chapter. Gives invocation at banquets.
 - c. **Parliamentarian:** serves as a guide and answers any questions regarding Parliamentary Procedure. Must pass a Parli Pro exam given by Advisor.
2. Greenhand Officers
 - a. Elected annually at the Fall Awards Night/Greenhand Banquet.
 - b. May be any combination of officers.
 - c. Elected to learn from Chapter Officer Team and assist with implementing the Program of Activities.

FFA PAST PRESIDENTS

Mike Monahan	1985-1986
Brandon Friesen	1986-1987
Amy Benafield	1987-1988
Deena Graves	1988-1989
Mike Harcksen	1989-1990
Jana Machado	1990-1991
Shirly Machado	1991-1992
George Machado	1992-1993
Christine Aguiar	1993-1994
Paula Alemedia	1994-1995
Javier Bernal	1995-1996
Deborah Bernal	1996-1997
Irene Bernal	1997-1998
Mathew Alvernez	1998-1999
Jaqueline Morfin	1999-2000
Nicole Jantz	2000-2001
Megan Silva	2001-2002
Megan Jantz	2002-2003
Julie Luxon	2003-2004
Gabriel Maldonado	2004-2005
Gabriella Coronado	2005-2006
Thomas Hunt	2006-2007
Tyffany Meza	2007-2008
Collin Abraham	2008-2009
Bernardo Garcia	2009-2010
Vanessa Drummond	2010-2011
Alexis Mooney	2011-2012
Nancy Perez	2012-2013
Gerardo Aguilar	2013-2014

HIGH POINT AWARD WINNERS

Plaque awards are presented to the top twenty students in terms of total points according to a "Point Club" System. Awards are given to the students who meet certain criteria. The top twenty students are eligible to participate in an achievement trip or activity. Points for the system are posed and tallied.

The following individuals are past High Point Award Winners:

1. Mike Monahan	1985
2. Brandon Friesen	1986
3. Amy Benafield	1987
4. Amy Benafield	1988
5. Mike Harcksen	1989
6. Mike Harcksen	1990
7. John Milward	1991
8. Del Curtice	1992
9. George Machado	1993
10. John Storment	1994
11. Javier Bernal	1995
12. Deborah Bernal	1996
13. Irene Bernal	1997
14. Irene Bernal	1998
15. Mathew Alvernaz	1999
16. Nicole Jantz	2000
17. Nicole Jantz	2001
18. Jaci Luxon	2002
19. Julie Luxon	2003
20. Julie Luxon	2004
21. Gabriella Coronado	2005
22. Gabriella Coronado	2006
23. Miguel Del Toro	2007
24. Tyffany Meza	2008
25. Alexxis Mires	2009
26. Collin Abraham	2010
27. Gavin Abraham	2011
28. Amanjot Kaur	2012
29. Unknown	2013
30. Unknown	2014

CHAPTER AWARD WINNERS

Plaque awards are presented to the top twenty students in terms of total points according to a "Point Club" System. Awards are given to the students who meet certain criteria. The top twenty students are eligible to participate in an achievement trip or activity. Points for the system are posed and tallied.

The following individuals are past High Point Award Winners:

STAR GREENHAND

1. Alexis Mooney	2009
2. Tyler Goulart	2010
3. Maria Castro	2011
4. Gerardo Aguilar	2012
5. Danielle Brusenski	2013
6. Lindsay Silva	2014

12. Fidel Castro	2010
13. Vanessa Drummond	2011
14. Amanjot Kaur	2012
15. Alexis Mooney	2012
16. Sara Carvantes	2012
17. Galvin Abraham	2012
18. Robert Arroyo	2012

STAR CHAPTER FARMER

1. Roberto Arroyo	2010
2. Hailey Ward	2011
3. Tyler Goulart	2011
4. Fabian Garcia	2012
5. Gerardo Aguilar	2013
6. Liliana Reyes	2014

WORK HORSE

1. Alexis Mooney	2009
2. Anahi Pina	2010
3. Cody Carter	2011
4. Robert Arroyo	2012

OUTSTANDING MEMBER

7. Collin Abraham	2009
8. Amanjot Kaur	2010
9. Alexis Mooney	2011

MOST DEDICATED

19. Amanjot Kaur	2010
20. Gurleen Chahal	2011
21. Abraham Osguero	2012
22. Georgina Reyes	2013

OUTSTANDING SENIOR

10. Alexxis Mires	2009
11. Bernardo Garcia	2010

LIVINGSTON FFA STATE DEGREE RECIPIENTS

1. John Bettencourt	1940-1941	42. Ron Yamashita	1961-1962
2. Harold Nobbe	1941-1942	43. May Garcia	1962-1963
3. Chester Nunes Jr.	1947-1948	44. Robert Weimer	1962-1963
4. Gordon Wilson	1948-1949	45. Richard Barsanti	1963-1964
5. Ray Ruth	1949-1950	46. Truman Brown	1963-1964
6. Pirus Abraham	1950-1951	47. Skip Null	1963-1964
7. William Enos	1951-1952	48. Joseph Enos	1972-1973
8. David Rethwisch	1951-1952	49. Joe Silveria	1972-1973
9. Fred Barry	1952-1953	50. Nick Faranelli	1974-1975
10. Clarence Hildebrand	1952-1953	51. Calvin Humphrey	1974-1975
11. Charles Mellor	1952-1953	52. Melvin Machado	1974-1975
12. Junior Quinn	1952-1953	53. Jodie Weidemeyer	1982-1983
13. Wallace Ratzclaff	1952-1953	54. Mike Monahan	1984-1985
14. Leroy Tiley	1953-1954	55. Cristy Fugler	1985-1986
15. Milton Garcia	1954-1955	56. Mary Lou Franco	1985-1986
16. Walter Howard	1954-1955	57. Gene Silveria	1985-1986
17. Bert Walters	1954-1955	58. Damon Brewer	1985-1986
18. Richard Boucher	1954-1955	59. John Hultgren	1986-1987
19. William Cox	1955-1956	60. Katie Hultgren	1986-1987
20. Eddie Crawford	1955-1956	61. David Bettencourt	1986-1987
21. James Garcia	1955-1956	62. Brandon Friesen	1986-1987
22. Marvin Mires	1955-1956	63. Armand Lobao	1986-1987
23. Douglas Frago	1956-1957	64. Amy Benefield	1986-1987
24. Benjamin Horst	1956-1957	65. David Mires	1986-1987
25. David Linan	1956-1957	66. Charles Stahl	1986-1987
26. Robert Vieker	1956-1957	67. Bret Jantz	1986-1987
27. Lonnie Bennett	1957-1958	68. Gary David	1987-1988
28. Leon Biggers	1957-1958	69. Michelle Garcia	1987-1988
29. Alvin Brown	1957-1958	70. James Paine	1987-1988
30. Don Boucher	1957-1958	71. Eric Anson	1988-1989
31. Paul Fountain	1957-1958	72. Brian Benefield	1988-1989
32. Larry Friesen	1957-1958	73. Deena Graves	1988-1989
33. Alan Hamilton	1957-1958	74. Mike Harcksen	1988-1989
34. Don Rodriguez	1957-1958	75. Pedro Lizama	1988-1989
35. Leonard Benziger	1958-1959	76. Scott Oehlschlanger	1988-1989
36. Jack Boesch	1958-1959	77. Chris Terra	1988-1989
37. Jow Lawrence	1959-1960	78. Bret Theodozio	1988-1989
38. Frank Samento	1959-1960	79. Jana Barstow	1988-1989
39. Joseph Vierra	1960-1961	80. Bian Freitas	1988-1989
40. Carl Cavaiani	1961-1962		
41. Ron McFarland	1961-1962		

81. Kathleen Lawrence	1989-1990	125. Alexxis Mires	2007-2008
82. Blain Lockett	1989-1990	126. Kim Davis	2007-2008
83. Brent Lockett	1989-1990	127. Michelle Benzinger	2007-2008
84. Dave Long	1989-1990	128. Alex Waite	2007-2008
85. Mary Monahan	1989-1990	129. Collin Abraham	2008-2009
86. Kim Oehlschlanger	1989-1990	130. Fidel Castro	2008-2009
87. Carla Powers	1989-1990	131. Brittney Pacheco	2008-2009
88. Jolene Sawyer	1989-1990	132. Bernardo Garcia	2009-2010
89. Josie Sawyer	1989-1990	133. Gavin Abraham	2010-2011
90. John Sweigard	1989-1990	134. Robert Arroyo	2011-2012
91. Colleen Aguiar	1990-1991	135. Hailey Ward	2011-2012
92. Shirley Machado	1990-1991	136. Alexis Mooney	2011-2012
93. Aaron Silva	1990-1991	137. Stephanie Gonzales	2012-2013
94. Daniel Vannest	1991-1992	138. Fabian Garcia	2013/2014
95. Rachel Moore	1992-1993		
96. Del Curtice	1992-1993		
97. Les Oswald	1992-1993		
98. George Machado	1992-1993		
99. Christine Aguiar	1992-1993		
100. Scott Moss	1993-1994		
101. John Mello	1993-1994		
102. John Milward	1993-1994		
103. Lloyd Tennison	1994-1995		
104. Samantha Souza	1995-1996		
105. Chris Etheridge	1995-1996		
106. Amanda Aguiar	1996-1997		
107. Kristal Parrott	1997-1998		
108. Mathew Alvernaz	1997-1998		
109. David Xavier	1997-1998		
110. Jacqueline Morfin	1998-1999		
111. Jennifer Tanachion	1998-1999		
112. Nicole Jantz	1999-2000		
113. Kevin Schoep	1999-2000		
114. Bobbi-Sue Silva	1999-2000		
115. Jilda Lopez	2000-2001		
116. Jaci Luxon	2000-2001		
117. Julieann Vieira	2000-2001		
118. Marilu Isiordia	2000-2001		
119. Megan Jantz	2002-2003		
120. Julie Luxon	2002-2003		
121. Megan Silva	2002-2003		
122. Gabriel Maldonado	2003-2004		
123. Devin Burkland	2006-2007		
124. Miguel Del Toro	2006-200

AMERICAN DEGREE RECIPIENTS

1.	William Enos	1954
2.	Truman Brown	1964
3.	Brandon Friesen	1987
4.	Amy Benafield	1989
5.	Brian Benafield	1990
6.	Mike Hartzell	1990
7.	Bret Theodozia	1990
8.	Mike Harksen	1991
9.	Jana Barstow	1991
10.	Colleen Aguiar	1992
11.	Aaron Silva	1992
12.	Javier Bernal	1994
13.	Samantha Souza	1998
14.	Amanda Aguiar	1999
15.	Irene Bernal	1999
16.	Nicole Jantz	2002
17.	Miguel Del Toro	2009
18.	Alexander Waite	2011

HONORARY CHAPTER DEGREES

Principals, Members of Boards of Education, Instructors, Teachers of Agriculture, Businessmen, Farmers, and others helping to advance vocational agriculture and the FFA. Honorary membership is bestowed on a person when he or she has been nominated and elected by a majority of the members present at any regular meeting or convention. The following people now hold the Honorary Chapter Farmer Degree for the Livingston FFA.

1) Walt Arid	31) Edward Sowers
2) Hoe Alvernaz	32) Mr. and Mrs. Masasso
3) Dallas Bache	33) Mrs. Gale Pitts
4) Alvin Brown	34) Daphne Ritchie
5) Joe Carpenter	35) Mr. & Mrs. Benafield
6) Margaret Cassall	36) Mr. & Mrs. Tanachion
7) Bob Dallas	37) Mr. Brian Benafield
8) Ted Dallas	38) Mr. Frank Viera
9) Joe Enos	39) Mr. & Mrs. Reggie Jantz
10) Lyle Fowler	40) Mr. & Mrs. Carter Luxon
11) Luther Fragan	41) Mr. Robert Abraham
12) Douglas Frago	42) Mr. Brandon Friesen
13) Cleo Hamilton	43) Mr. Vernon Boyd
14) Mel Hulgren	44) Mr. & Mrs. Hunt
15) George Joseph	45) Chief Eldridge
16) Arthur Knowles	46) Miguel Del Toro
17) Jack Lilly	47) Alex McCabe
18) Marvin Marques	48) David Mires
19) Tets Morimoto	49) Julie Carvalho
20) Dorothy Prine	50) Mr. & Mrs. Gurrero
21) Arthur Rickettes	51) Mr. & Mrs. Abraham
22) Grenadine Russell	52) Mr. & Mrs. Arroyo
23) Louis Schmoll	53) Mr. & Mrs. Medina
24) Glen Shelly	54) Dustin Ross
25) Joseph Vierra	56) Kuljit (Kay) Malhi
26) George Yagi	57) Scott Weimer
27) Mr. & Mrs. Weidmeyer	58) Mr. & Mrs. Jantz
28) Mr. and Mrs. Elmo Brewer	59) Shannon Mooney
29) Mr. and Mrs. John Hultgren	
30) Ron Otani	60) Mrs. Tsatsaronis

Department Chair			X	
Accounting				
	CATA Registration		X	
	Departmental / District Accounting / PO's		X	
	FFA Accounting / PO's		X	
	Hotel Reservations		X	
	Office Supplies Orders		X	
	Perkins Funding Application		X	
	ROP Accounting / PO's		X	X
	ROP/ Site/ Incentive Budget		X	
	Warehouse Orders		X	
	SBO-FFA		X	
General Program / Facility				
	5-year Equipment Allocation (5 YEAR PLAN)		X	
	Advisory Committee Roster & Minutes		X	
	Ag Advisory Committee Planning and Agenda		X	
	Ag Booster Committee		X	
	Chart of Staff Responsibilities		X	
	Comprehensive Program Plan		X	
	Department Marketing / PR / Liason	X	X	
	Graduate Follow-Up			X
	Incentive Grant		X	
	Incentive Grant Reviews		X	
	In-Service Activities List		X	
	Maintain Comprehensive Program Plan Binder		X	
	Maintain Program Management Binder		X	
	Maintenance Requests	X	X	X
	Quarterly / Yearly CATA Meetings / Events	X	X	X
	R2 Report & Roster			X
	Recruitment	X		
	Report of Expenditures		X	
	Transportation Requests/Requisitions		X	
FFA Advisor				
	Advance Leadership Academy Conference	X		
	American FFA Degree Applications	X		
	Chapter Officer Leadership Conference	X		
	Chapter Reportor	X		
	Greenhand Conference	X		
	Made for Excellence Leadership Conference	X		
	Organize Local Project Competition	X		
	Organize Sectional Project Competition			
	Oversee Planning for FFA Meetings	X		
	Quarterly FFA Activities List for Class Grading	X		
	Regional Officer Leadership Conference	X		

Registration for CDE Contest	X	X	
Registration for Conferences	X	X	
Scrapbook	X	X	
Sectional Officer Leadership Conference	X		
State FFA Degree Applications	X	X	X
State FFA Leadership Conference	X	X	X

	Schiber	Kuhr	Randal
Animal / Livestock			
Fair Supplies	X	X	X
Beef/Dairy Cattle			X
Small Animal Unit (Rabbits/Poultry)		X	
School Farm (sheep)		X	
School Farm (swine)			
School Farm (goats)	X		

Facility			
Floriculture / Outside Floral Fridge			X
General Care and Maintenance	X	X	X
Greenhouse			X
Horticulture Plots (Food Science)		X	
Nursery Facility (Shade Cloth)			X
OH Storage Containers			X
Shop Storage			
Shop Manager			

Shop / Equipment / Machinery			
Ag Shop Maintenance - Welding			
Ag Shop Maintenance - Wood & Power Mechanics			
Ag Trucks			
Livestock Trailers			
School Shop and Equipment			
Shop Nights			
Storage Buildings			

Facility			
BBQ - Cooking			

Project Supervision			
Ag Mechanics			
Beef Projects			X
Dairy Cattle Projects			X

Goat Projects	X		
Floriculture Projects			X
Horticulture Projects			X
Rabbits		X	
Sheep Projects		X	
Swine Projects			
Work Experience Projects		X	

	Schiber	Kuhr	Randal
FFA Judging Teams / Contests			
BIG (Consult/Assist Student Teacher)			
Cotton			
Creed Speaking	X		
Extemporaneous Speaking			
Floriculture			X
Grapevine	X		
Job Interview			X
Land	X		
Farm Power		X	
Parli-Pro			
Opening and Closing Advanced	X		
Opening and Closing Novice	X	X	X
Prepared Public Speaking			
Impromptu		X	

Awards			
Awards Banquet	X	X	X
Greenhand / Chapter Farmer Awards Ceremony	X	X	X
National Chapter Award Application	X	X	
Scholarships			X
POA Tabulations	X		
Proficiency Awards		X	

Fundraisers			
Ag Mechanics Projects (Plasma Art and Wood)			
Drive Thru BBQ	X	X	X
Booster		X	
Plant Sale (Spring)			X
Placement Ads		X	
T-shirt Sale		X	
Winter Formal	X		

Livingston High School Agriculture Department
Livingston FFA
1617 Main Street
Livingston, CA 95344

11.

School and Department Policies

Merced Union High School District Grading Policy for FFA

All students in the Merced High School District Agriculture Education Department are members of the FFA program. The Ag Ed instructor allows a maximum of 10% of the student's grade for his/her FFA activities. Livingston High School FFA activities include but are not limited to chapter meetings, judging teams, market animals or projects to be shown at the county fair, assisting in the completion of the chapter program of activities, and participation in chapter fundraisers.

Livingston High School Eligibility for FFA Activities

It is a policy at Livingston High School that all students participating in out-of-class activities including FFA, maintain at least 2.0 grade point average with no more than one F. The Agriculture Education Department supports this policy and applies it to all FFA activities outside of class time. This policy is outlined for students on page 11 of the student handbook.

Student Exhibitor Handbook

Each species has an exhibitor handbook that outlines the policies and procedures for showing as a member of the Livingston FFA. Attached is a copy of the sheep exhibitor handbook. The handbooks have the same rules and expectations for all species unless it is species specific.

Department Policies

At the start of the school, each student enrolled in agriculture class is sent home with the department generic permission slip and release. These documents are kept in the agriculture department. The release also includes permission to use student's work or photograph for publication.

Livingston Agriculture Department 2014-2015
Office #: (209) 394-7960

Livingston High School Agriculture

Department

Livingston High School / MUHSD

FFA Advisors:

Mrs. Kuhr

Mr. Randall

Ms. Schiber

Mr. McGuire

Permission Slip and Waiver Notice

I hereby give my student _____ permission to attend all FFA activities during the 2014-2015 school year. I understand many FFA activities may be located out of town. This agreement shall begin on August 1, 2014 and end on August 31, 2015

Waiver / Permission to Transport Student

I hereby waive on behalf of the student listed above, all claims against the Merced Union High School District and any and all states in which said activities take place, for injury, accident, illness or death occurring during or by reason of the above-listed activities, and all acts incidental or related thereto, for which this permission slip is given.

Student's Photo/Work Release

Student's work, photo and/or first name may be considered for publication on the World Wide Web during the school year. All student work will appear with a notice prohibiting copying without the express written permission of MUHSD, the student and the parent(s). No student's full name, home address or telephone number will be published on the MUHSD web pages or pages created with MUHSD resources. In addition, MUHSD may take photographs of students, singly or in a group, for use in audiovisual presentations and related printed materials that may be provided to District staff and/or to the staff of other school districts. MUHSD will not exercise control over the persons who may view and copy student's likeness or how such persons may otherwise use the photographs.

Medical Authorization

I/We, the undersigned, parent(s) / legal guardian(s) of the student listed above, do hereby authorize consent to any x-ray examination, anesthetic, medical or surgical diagnosis, or treatment and hospital care for the above named individual which is deemed advisable by and is to be rendered under the general or specific supervision of any physician and/or surgeon licensed under the provisions of the Medicine Practice Act whether such diagnosis or treatment is rendered at the office of said physician or at a hospital.

It is understood that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required but is given to provide authority and power on the part of said physician to render any and all such diagnoses, treatment, or hospital care which the aforementioned physician, in exercise of his/her best judgment, may deem advisable for my/our son/daughter.

This authorization shall be effective beginning August 1, 2014 and ending August 31, 2015 while participating in Livingston High School Agriculture Department and FFA activities.

In case of emergency, please try to contact:

Name _____

Telephone: _____

Name _____

Telephone: _____

Please list (on reverse side) any special conditions about the above named student which a physician should be aware of. Be sure to list any medications which the student is allergic to or ones currently prescribed. Also, list on the reverse all personal data and medical insurance coverage information.

Signatures

Student

Parent/Guardian

Parent/Guardian

Date

A.

MEDICAL INFORMATION

Does student have any **chronic** health problems? ☐ Yes ☐ No

If YES, please check those which apply to your child:

- ☐ Asthma (carries inhaler) ☐ ADD/ADHD ☐ Diabetes ☐ Seizures ☐ Nose Bleeds ☐ Heart Problems
☐ Ear (hearing aid) ☐ Eye (glasses) ☐ Anaphylaxis (severe bee sting or food allergy)
☐ Allergies (dust/pollen) ☐ Allergies to food (Please list):

Does student take prescription medication on a regular basis? ☐ Yes ☐ No If YES, please list below:

Is student allergic to any medication? ☐ Yes ☐ No If YES, please list below:

B. Data on my/our son/daughter named on the reverse side of this form:

Student's Full Name: _____

Complete Home Address: _____

Home Telephone Number: _____ Date of Birth: _____

Father's Full Name: _____

Mother's Full Name: _____

Legal Guardian Currently With: _____

C. Medical Insurance Data relative to my/our son/daughter named on the reverse of this form *:

☐ Medical / Medicaid

☐ Private/Other Insurance Company: _____

Company Address: _____

Company Telephone # _____

If a Group Policy, Group Insured: _____

Name of Policy Holder: _____

Group Number: _____ Individual Number: _____

* This section is MANDATORY in order to attend field trips off campus.

D. Other pertinent information:

MERCED UNION HIGH SCHOOL DISTRICT
PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

School:	Livingston High School		
Activity:	FFA Events for the 2014-2015 School Year		
Destination:	Various		
Method of Transportation:	School/District Vehicle		
Departure Date & Time:	Various		
Return Date & Time:	Various		
Departure Location:	Livingston Agriculture Department		
Return Location:	Livingston Agriculture Department		
Contact Person:	Stefanie Kuhr	Contact #:	209-394-7960 AG Dept.
			209-769-0812
			Advisor Cell

Authorized: _____
Signature Print Title Date

This section to be completed by parent/guardian

Please complete and return this form to the supervising teacher of the field trip/activity.

No pupil will be permitted to participate in this activity without this form on file.

(Print Pupil's Name)

(Date of Birth)

(School of Attendance)

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

My son/daughter has our (my) permission to participate in the above described activity. We (I) are (am) aware and acknowledge that any activity covered by this permission slip, by its very nature, poses the potential risk of injury/illness to the individuals who participate. Some of the injuries/illnesses that may result from participating in these activities include, but are not limited to the following:

Sprains/strains	Paralysis	
Fractured bones	Loss	Eyesight
Unconsciousness	Communicable	diseases
Head and/or Back injuries	Death	

For and in consideration of the opportunity for our (my) child/ward to participate in the activities covered by this permission slip, we (I) do hereby agree as follows:

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Merced Union High School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That we (I) are (am) solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.

4. To indemnify and hold harmless the MUHSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. We (I) fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at our (my) expense. We (I) understand my child/ward must go and return in district provided transportation.
6. If our (my) child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

A special note to Parent/Guardian:

1. All medications taken by your child/ward while participating in the activities covered by this permission slip must be prescribed by a physician and registered on this form.
2. All medication prescribed by a physician for your child/ward must be kept and administered by MUHSD staff.
3. _____ Check here if your child/ward has a special medical condition that the MUHSD should be aware of, and, if medication will be required on the trip concerning this condition.
4. List any medication that your child/ward must take while participating in the activities covered by this permission slip and for each medication listed provide the dosage and reason for the medication:

Name of Medication	Dosage	Reason(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Our (my) child/ward is allergic to the following medications:

6. Our (my) child/ward is allergic to the following foods, materials, etc.:

We (I) acknowledge that we (I) have carefully read this Pupil Field Trip Permission Slip and Medical Authorization Form and I understand and agree to its terms.

Address: _____

Phone No(s).: _____ (where I can be reached during this activity)

Emergency contact if I cannot be reached

	Name	Phone No.
--	------	-----------

Pupil's Medical Insurance Carrier	Policy Number
-----------------------------------	---------------

Address of Medical Insurance Carrier _____

Parent/Guardian (please print name)	Signature	Date
-------------------------------------	-----------	------

Parent/Guardian (please print name)	Signature	Date
-------------------------------------	-----------	------

Note: This form must be kept with the teacher during the entire activity, and a copy must be kept on file at the school site.

Livingston High School Agriculture Program

Livingston FFA

2015 Merced County Fair Sheep Project Checklist

Once a student has been declared "eligible" to participate and show an animal at this year's fair, the following paper work is accepted and DUE during the week of January 20th – January 23, 2015:

- ☐ 1 Parent and Student SIGNED "General Rules" form
- ☐ 2 Parent and Student SIGNED "Sheep Exhibitor" form
- ☐ 3 Parent and student SIGNED "Ag Farm" form
ONLY if you are planning to keep your animal at the school's Farm
- ☐ 4. Signed and completed "American Ag Credit Loan" application
ONLY if you are applying for a loan.

Or

\$50.00 **NON-REFUNDABLE** deposit
ONLY if you are not applying for a loan.
- ☐ 5. 1 page printed copy of student's current LHS transcript (obtain copy from LHS Registrar's Office – Mrs. Velasco) NOT A PRINT OUT FROM ARIES
- ☐ 6. Completed / Signed MUHSD Field Trip / Medical / Permission Form

PLEASE NOTE:

All required paperwork **MUST** be completed and signed and turned in together (including transcript) in order to be accepted and confirmed on the selection order list. **NO EXCEPTIONS!**

INTRODUCTION

The purpose of this handbook is to assist you in successfully raising a sheep project. The information contained in the following pages will act as a guideline. Some of the statements may not pertain to your project since individual situations may be different. It must be understood that this material is not the only information you will need to raise your animal, but it does cover the most common aspects of the project. Refer to this handbook often. Should any questions arise concerning your project don't hesitate to contact your project advisor Mrs. Kuhr for help at the Livingston Ag Department, 394-7960.

Good luck on your endeavor of raising a sheep project. With hard work and dedication, your project will be a success!

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GETTING READY TO PURCHASE YOUR SHEEP PROJECT

1. A sheep project can be a very exciting and rewarding experience or a very frustrating and discouraging project depending on the amount of time and energy you put into the project.
2. The duration of a market lamb project is anywhere from 4-5 months. It is important that as much attention be given to your project during the last months as is given during the first months and vice versa.
3. It is critical that a person understands that the lamb will be dependent on you for every aspect of its well being including feed, water, shelter, health, exercise, etc. You must be willing to provide for each of these areas on a daily basis for the duration of the project.
4. If you are housing your lamb at a facility other than one that you own, you will need to fill out a pen rent contract between you and that person before you purchase your lamb.
5. If you plan to raise your lamb at home, make sure your pen meets the following requirements before you bring your lamb home:
 - a. Protection from cold drafts, rain and the sun. It should be large enough to allow your animal to exercise (About 15' x 20').
 - b. Shade or shelter should be provided in the pen, with straw for bedding (during cold weather) at a location away from the feeder and water bucket so that its sleeping area remains clean and dry.
 - c. Adequate feeding and watering facilities must be provided.
 - d. The fencing and floor should be free of loose wires nails and boards.
 - e. It should be sturdy enough to prevent the animal from getting out.
6. You should purchase your feed 1 - 2 days prior to receiving your animal. Check with your advisor on the kind of feed to purchase and from whom.

PURCHASING YOUR ANIMAL

1. There are different ways to purchase a sheep project. You need to determine what is best for you in terms of your budget and willingness to work with your lamb. The most common ways of buying a lamb are:
 - A. Purchase your animal through your advisor. Your advisor will travel to various sheep producers to select and purchase market lambs. They are then brought them to school where students draw numbers to pick their animal.
 - B. Purchase an animal on your own. You **MUST** have **ADVISOR APPROVAL**.
2. Whichever way you choose to purchase your animal, make sure that you consult with your project advisor PRIOR to buying it.

STARTING OFF RIGHT WITH YOUR LAMB

1. Good quality market lambs should possess:
 - a. Adequate size for age
 - b. Clean-cut about the head and neck
 - c. Depth of body
 - d. Structurally correct in feet and legs
 - e. Level top through dock
 - f. Length of loin
 - g. Expression of loin & leg muscle
 - h. Legs set well apart
2. As soon as you get your lamb, make sure you observe it closely for any signs of illness. Generally, sheep that are hauled longer distances have a greater chance of illness than those hauled shorter distances. Signs to watch for include runny eyes and/or nose, droopy head, and inactivity. It will take a few days for the animal to acclimate itself to the new surroundings.
3. If your lamb does not want to eat the first day or so, this is normal. However, if it is not eating by the second day, you should contact your advisor. (Refer to the feeding section in your handbook for more information.)
4. Training the animal to brace and walk at an early age is important. It is much easier to teach a younger animal to show than a larger one. **DON'T WAIT!!**

SHEEP EXHIBITOR RESPONSIBILITIES

1. Follow all instructions given to you by your advisor and ask questions when necessary. Communication is the key to a successful project.
2. All exhibitors will be required to meet with the advisor periodically to discuss the progress of their sheep project, weigh the animal, and attend informational meetings. These meetings will be scheduled according to student flexibility.
3. Record books are required to record any activity or events related to your market lamb project. You will not receive your fair check for sale until your record book is up to date and approved by your advisor.
3. The Livingston FFA Advisors employ a "three - strike" system. If you abuse any of the rules and/or guidelines set forth in this handbook, you will receive a "strike" for each violation. After three "strikes", **YOU'RE OUT!** (No fair attendance!)
4. If you encounter any problems at all concerning your market sheep project, please contact your advisor immediately!

FEEDING YOUR MARKET LAMB PROJECT

General Instructions

1. Nutrition is the single most important aspect of raising a quality market sheep project. CONSISTENCY is the key when feeding sheep with regards to the type of feed, amount of feed, and feeding schedule. A proper feeding program can make the difference between a high quality animal and a low quality animal. If in doubt, always follow the advisor's recommendations.
2. Your advisor will direct you on how to feed your animal. Feed recommendations are based on individual differences in weight, rate of gain, and conformation. It is important to know exactly how much you are feeding so that accurate average daily gains can be calculated. This information will tell you whether you are on track to meet the desired projected weight for your animal.

Feeding Guidelines

1. If you are raising your animal at home, it is very important to set feeding times in the morning and evening and stick to them. Do not have more than a 15-minute change in feeding time from day to day. Each feeding should be 12 hours apart. (For example, 7am and 7pm.) Drastic changes in the feeding times can have an adverse affect on your animal in terms of appetite and health.
2. When a new feed or increase in feed begins, it should be made slowly over a period of time. Every animal needs to be fed a ration of grain and alfalfa combined! Never change feed or feed quantities before checking with your advisor.
3. Make sure that the animal is eating all the feed at each feeding. Feed that is not consumed by the next feeding should be removed, and the amount fed should be reduced to match the amount consumed in the prior feeding.
4. If your animal does not eat feed for more than one day, contact your advisor or a veterinarian immediately. Generally, lack of appetite is one of the first signs of illness. The sooner the illness is detected, the easier it is to treat. Any type of illness will cause a decrease in the daily weight gain and could affect the desired weight.
5. It may be necessary to add a feed supplement to the ration. The supplement will help in increasing growth, appetite, feed efficiency, health, and stress resistance. Check with your advisor before adding a supplement to your feeding program.

CARING FOR YOUR SHEEP PROJECT

1. Clean your pens daily!! Rake the dried manure and straw into a pile and remove it from the pen. Change the straw every few days, to remove wet spots.
2. Make sure your lamb does not go without feed (NOT even once). Plan ahead!
3. One of the most overlooked elements of a good feeding program is water. The water your animal drinks should be fresh, clean, and cool at ALL TIMES. Dirty or unchanged water can have an affect on the health of your animal. The water trough or bucket should be cleaned daily! If you wouldn't drink it, your animal probably won't drink it either. If using an automatic watering system, make sure the pipes are not in direct sunlight, as this will warm the water.
4. During hot weather, hose down the pen to help keep the lamb cool. Try not to hose the lamb in the process!
5. Observe your lamb for body condition, alertness, appetite and signs of scouring (diarrhea), or respiratory symptoms (fast or troubled breathing, coughing). Watch the way it walks, for swollen joints, sores or cuts, runny nose, or droopy ears. A drop in weight along with slight coughing may indicate worms. Limping may indicate foot rot. If any of these occurs, consult your advisor immediately.
6. Changes in behavior and eating patterns may indicate most disease symptoms. When in doubt, take the lamb's temperature and notify your advisor. The four main disease symptoms that you could encounter in raising sheep include:
 - a. Respiratory
 - b. Scours or diarrhea
 - c. Changes in body condition
 - d. Fever
7. Do not administer any medications without consulting your advisor or a veterinarian first!!

SHOWMANSHIP

1. The main purpose of showmanship is to present your lamb to the judge in a manner that will make it look its best. Showing can help to emphasize strong points in your lamb and minimize weak points if done properly.
2. Success in showing begins at home or where your lamb is kept. You and your lamb cannot learn proper showing techniques at the last minute. It is important that you practice as often as possible. Showing can be a very rewarding experience if you take the time to learn how. When starting out, not only must the animal be trained, but also you as an exhibitor must be "trained" as well in showmanship.
3. When presenting your lamb, the exhibitor should be properly groomed. Wearing the official FFA show uniform is MANDATORY and it should be clean and in good shape. The animal should be properly groomed as well, which means slick shorn and washed thoroughly, including the ears and hooves.
4. Listed below are a few general characteristics looked for in a good showman.

A good showman is:

- a. Confident in his or her own abilities to show.
- b. Continuously practicing to improve his or her skills and the skills that the lamb has learned about proper showmanship.
- c. Understanding the importance and purpose of proper showing techniques.
- d. Alert in the show ring.
- e. Knows where the judge is at all times.
- f. Conscious of the appearance of your lamb at all times.
- g. Working the animal calmly and smoothly.
- h. Not distracted by people or events outside the show ring when competing.
- i. Showing from the time he or she enters the ring until he or she leaves the ring at the conclusion of the class.
- j. Courteous to other exhibitors in the ring at all times.
- k. Displaying good sportsmanship by congratulating the winners and accepting congratulations or defeat graciously and humbly.
- l. Giving his or her best effort every time he or she is in the show ring.

MARKETING YOUR PROJECT

The following information is for you to use when inviting potential buyers to this year's fair in order to bid on your market lamb. It is strongly recommended that you follow these suggestions, as it can benefit you financially now and in your future showing experiences. Most of you have written buyers letters in the past and may have done this many years already. The information listed above is intended to be a guide, so use what you think will be helpful to you. If you have any questions, please contact your advisor. I have spoken to several business representatives in the area and this is what they suggest you do when you send out buyers' letters.

The act of sending letters to potential buyers for your market lamb project is called "marketing" or "selling" your product. It is proven that "marketing" your lamb can boost your returns (earnings) substantially. I strongly encourage you to "promote" your product in the following ways:

1. Hand-write the letters you send out. They are more personal and are more likely to be read. If your handwriting is sloppy, I suggest that you print when writing your letters. Send out your letters one month before the fair. Check the spelling and include pictures for better possibilities!!
2. One week after you send your letters, make personal visits to the prospective buyers and invite them to come to the fair to bid on your animal (even if they are a relative). You should wear your FFA uniform when you do this.
3. Don't limit your prospective buyers to only being people you know. Almost every businessperson in the area is a potential buyer if asked in a correct and professional manner. Go out and "pound the pavement"! This means writing and visiting the business representatives in the area. Again, wear your FFA uniform when visiting.
4. Don't limit the number of letters you write and visits you make. I've known students who have sent up to 40 letters (hand written). Obviously, the more you advertise your market lamb, the better your chances are for getting a good price.
5. Involve your parents in deciding how to write your letters. Make sure the grammar and spelling are correct, and the letter is easy to read and understand.
6. Most prospective buyers want to be "asked" to be a buyer, so in your letter you should formally "ask" the person to be a buyer.
7. Explain a little about your market lamb project (where the animal came from, expectations of how the animal will do, what it will weigh, animal's name, etc.).
8. Be personal. Tell the buyer about yourself. Describe any funny or interesting experiences you've had with your market lamb. You can also list and describe other chapter activities in which you participate.
9. Inform your prospective buyer what time they should be at the fairgrounds to bid on your animal. Also, in the letter, inform the buyer that he or she will be invited to a buyers' BBQ after the auction in appreciation for their generosity.
10. Buyers will need to check-in and register with the livestock auction at the sales ring. They will be assigned a bidder's number and given a sales book, which lists the sales order for the auction. Here they will find your name and sale number.

LIVINGSTON FFA SHEEP EXHIBITOR RULES

Student's Name (print)

1. Daily Activities
 - A. Spend time with your sheep, observe, and exercise it.
 - B. Check the water bucket, making sure that the water is clean and cool.
 - C. Feed twice a day, following scheduled times. Make sure feeders are dry.
 - D. Thoroughly clean the pen when needed. Daily cleaning is also necessary.
2. Periodic Activities
 - A. Attend, for the duration, project meetings approximately every two weeks.
 - B. Attend, for the duration, showmanship practices if required.
 - C. Be at your project site when the advisor visits to weigh your animal.
3. Activities Prior to the Fair
 - A. Find a buyer for your animal.
 - B. Attend and participate in a mandatory show day.
 - C. Wash and shear your lamb approximately one week prior to the fair.
 - D. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
 - E. Obtain the proper equipment needed.
 - F. Exhibitors are required to haul their own tack to the fair.
 - G. Exhibitors are required to make arrangements to get their animal(s) hauled to the fairgrounds if they have no means of transportation.
4. Activities at the Fair
 - A. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal(s) for show.
 - B. Exhibitors are NOT allowed in the carnival area until they have fulfilled their responsibilities with their animal(s) with approval of advisor.
 - C. Exhibitors must be in the barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding, and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
 - D. Each exhibitor must regularly check his or her animal(s) throughout the day, whether or not they are scheduled for barn duty.
 - E. Exhibitors must serve scheduled barn duties, which include being on time and keeping the animals, pens, aisles, and tack areas clean during the shift. Each infraction of these responsibilities will result in an additional barn duty.
 - F. All exhibitors are required to be present on weigh day.
 - G. On show days, all exhibitors are required to stay in the barn area for the duration of the show, even if no barn duty is assigned.

- H. All exhibitors are required to attend the awards ceremony in their FFA jacket.
- I. All exhibitors are required to clean up and load tack on the last day of the fair.
- J. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
- K. Each exhibitor also agrees to allow any Livingston FFA advisor to pick up his or her auction check from the fair.
- L. At the conclusion of the fair, exhibitors will be required to write a thank you letter to the buyer(s) of their animal(s) and complete their Livingston FFA record books with advisor approval before receiving his or her auction check.

4. Disciplinary Procedures

- A. The Livingston FFA advisors use a "Three Strike" discipline system. Any student failing to fulfill the obligations of the project in accordance to the rules and guidelines set forth by the project advisor will receive a "strike". Infractions include, but are not limited to, missing a project meeting/weigh day without prior notice, neglect of animal (feeder empty, not feeding on time, pen not cleaned, etc.), and failure to perform required duties before and/or during the fair. Once a student has received three strikes, he or she will forfeit his or her privilege to show with the Livingston FFA.
- B. Other disciplinary problems may result in the removal of exhibitor and animal from the fairgrounds, withdrawal of animal from the fair livestock auction, and/or loss of showing privileges with Livingston FFA for one or more years.

Your signature below verifies that you have read, discussed, understand, and agree to abide by the above rules. Please sign and return this form to your project advisor. If you have any questions at any time, please feel free to contact any advisor at the Livingston Agriculture Department (394-7960).

Parent Signature

Date

Student Signature

Date

**LIVINGSTON AG DEPARTMENT
FACILITY USE CONTRACT**

Exhibitor (print name)

Date

Fair (circle one) MERCED

Year Showing 1 2 3 4 more than 4

Species (circle one) SHEEP RABBIT

The Livingston Agriculture Department will provide supervision for the use of the facilities between the owner and FFA student under the following terms:

1. The student agrees to pay all expenses incurred to owner.
2. Pay pen rent for each animal if required.
3. Make sure that the animal is properly cared for on a daily basis with regards to the project advisor's instructions.
4. Keep the pen, feed room, and livestock area clean at all times.
5. Participate in required clean-up days at the facility.
6. Livingston FFA, Livingston Ag Department project advisors, and the Livingston School District are NOT responsible for loss of animals, equipment, or personal property due to theft, vandalism, or accident.
7. Students will be asked to remove their animal(s) from the facility and lose showing privileges with Livingston FFA if the conditions above are not met.

Your signature below verifies that you have read, discussed, understand, and agree to abide by the above rules. Please sign and return this form to the Livingston Ag Department project advisor. If you have any questions at any time, please feel free to contact the advisor at the Livingston Ag Department (394-7960).

Parent Signature

Student Signature

Advisor Signature

Market Lamb Project Budget

Estimated Expenses

Cost of Lamb	\$350.00
Feed (grain and hay)	75.00
Insurance	10.00
Wormer/Medicine	<u>25.00</u>

Total Estimated Expenses \$485.00

*Cost includes purchase of animal,
initial veterinary supplies, and bedding.

Estimated Receipts

Sale of Lamb (135 lbs. @ \$4.00/lb) = \$540.00

↓

Total Estimated Receipts	\$540.00
Total Estimated Expenses	<u>- 485.00</u>

Estimated Net Profit \$55.00

*Some materials (such as supplies and equipment) may be borrowed from
LHS Ag. Department if necessary.

12.

Proficiency Standards

Proficiency standards are also known as program completion standards. These standards can be assessed through coursework and examinations. In addition, SAE and FFA involvement are also analyzed. At Livingston High School, the Next Generation Science Standards are also integrated into our science courses. However, proficiency standards for program completers have not been established especially with the new addition of courses being offered next school year. It is an item to be discussed and developed this summer during the advisor meeting. The proficiency standards will then be taken to the Livingston Agriculture Advisory Committee to see if they agree with or have any recommendations for what we had created.

Agriculture Science

-----has completed-----

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of Farm Animals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep Husbandry
- _____ Dairy Cattle and Dairy Cattle Husbandry
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Records
- _____ Agricultural Production Products
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

Certifying Instructor

Course Grade

Date

13.

Teacher Data Sheets

All instructors in the Agriculture Department are appropriately credentialed for the courses that they teach. All four instructors have a Single Subject Credential in Agriculture as well as an Agricultural Specialist Credential. Currently, only one member of the Livingston High School Department has obtained their Master's Degree while the other three members of the department in the process of earning their Master's degree within the next three years.

Document Number:130099516 >

[Back](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:**Last Name:** KUHR**First Name:** STEFANIE**Middle Name:** M**Document Information:****Document Number:** 130099516**Document Title:** Single Subject Teaching Credential**Term:** Preliminary**Status:** Valid**Issue Date:** 6/3/2013**Expiration Date:** 7/1/2018**Original Issue Date:** 6/3/2013**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
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 the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal require

Renewal Code	Renewal Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

Employment Restrictions

Document Number:130098911 >

[Back](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:**Last Name:** KUHR**First Name:** STEFANIE**Middle Name:** M**Document Information:****Document Number:** 130098911**Document Title:** Specialist Instruction Credential (Agriculture)**Term:** Clear**Status:** Valid**Issue Date:** 6/3/2013**Expiration Date:** 7/1/2018**Original Issue Date:****Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal require

Renewal Code	Renewal Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Employment Restrictions

COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

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[Agency User](#) |

Document Number:130026118 >

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: RANDALL

First Name: LOUIS

Middle Name: ERIC

Document Information:

Document Number: 130026118

Document Title: Specialist Instruction Credential (Agriculture)

Term: Clear

Status: Valid

Issue Date: 7/1/2013

Expiration Date: 7/1/2018

Original Issue Date: 6/27/1988

Grade:

Special Grade:

SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description
R15	There are no additional requirements for the renewal of this credential; however, the term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Employment Restrictions

**COMMISSION ON
TEACHER CREDENTIALING**
Ensuring Educator Excellence

[Home](#) | [FAQ](#) | [Glossary](#) |

[Agency User](#) |

Document Number:130026119 >

[Back](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: **RANDALL**

First Name: LOUIS

Middle Name: ERIC

Document Information:

Document Number: 130026119

Document Title: Single Subject Teaching Credential

Term: Clear

Status: Valid

Issue Date: 7/1/2013

Expiration Date: 7/1/2018

Original Issue Date: 6/27/1988

Grade:

Special Grade:

SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R1A	This credential authorizes the holder to teach the specific subject or subjects listed as supplementary authorizations in grades twelve and below, including preschool, and in classes organized primarily for adults, unless specific grade restrictions are indicated next to the subject.	BIOL	Biology	MIN
R1B	This credential authorizes the holder to teach (in grades twelve and below, including preschool, and in classes organized primarily for adults) the subject matter content for the introductory subject or subjects listed as supplementary authorizations which is typically included for that subject in curriculum guidelines and textbooks for study in grades nine and below.	IGS	Introductory General Science	MIN
R1B	This credential authorizes the holder to teach (in grades twelve and below, including preschool, and in classes organized primarily for adults) the subject matter content for the introductory subject or subjects listed as supplementary authorizations which is typically included for that subject in curriculum guidelines and textbooks for study in grades nine and below.	IM2	Introductory Mathematics	MIN
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

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal

Agency User Search

Document Number: 150044151 >

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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: MCGUIRE
First Name: KEVIN
Middle Name: LEE

Document Information:

Document Number: 150044151
Document Title: Single Subject Teaching Credential
Term: Preliminary
Status: Valid
Issue Date: 8/7/2014
Expiration Date: 9/1/2019
Original Issue Date:
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
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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 subject 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 the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required

Agency User Search

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: MCGUIRE
First Name: KEVIN
Middle Name: LEE

Document Information:

Document Number: 150044150
Document Title: Specialist Instruction Credential (Agriculture)

Term: Clear
Status: Valid
Issue Date: 8/7/2014
Expiration Date: 9/1/2019
Original Issue Date:

Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 1 of 1			
Authorization Code	Authorization Description	Subject Code	Subject Description
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture
1 - 2 of 2			
Renewal Code	Renewal Description	Major/Minor	Added Authorization Date
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	MAJ	
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.		
Additional Description			
TC Code Not Required			
No Records			

Document Number: 140223231
 Document Title: Crosscultural, Language and Academic Development Permit
 Term: Emergency
 Status: Valid
 Issue Date: 7/17/2014
 Expiration Date: 8/1/2015
 Original Issue Date: 7/17/2014
 Grade:
 Special Grade:
 SB1969 (Title 5 §80487):

Authorization / Subjects

1 - 1 of 1		
Authorization Code	Authorization Description	Added Authorization Date

This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit. Education Code Section 44253.3 includes all credentials and permits that authorize instruction except emergency credentials or permits, college or university internship credentials, District Internship Certificates, Exchange Certificated Employee Teaching Credentials, or Sojourner Certificated Employee Teaching Credentials.

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

1 - 3 of 3		
Renewal Code	Renewal Description	Additional Description

To renew this emergency permit, the holder must pass at least TWO of the following CLAD/BCLAD tests: Test 1 or Test 2 or Test 3; if these tests, or their equivalent, were not passed before this emergency permit was issued. If the tests were passed, or if the holder opts to complete coursework in lieu of taking the tests, three semester units of coursework for the CLAD Certificate may be substituted for each test not taken. The holder must apply for renewal through the employing agency which must verify that the holder was provided with an experienced educator to guide and assist the holder throughout the term of this permit.

This is the holder's initial emergency permit. By regulation, this permit may be reissued for a maximum of two additional one-year periods provided the holder meets the requirements listed.

The term of this permit is limited to the time established on the holder's first issuance of a California teaching credential based on an out-of-state teacher preparation program. As stated on that document, the holder must satisfy the Basic Skills Requirement within one year of the issuance date of that document in order to be eligible to continue teaching. Upon satisfying this requirement the holder, through the employing agency, may apply for an extension of this permit for the remainder of the full calendar year as provided in regulation.

Employment Restrictions

1 - 1 of 1		
SD	MERCED COUNTY OFFICE OF EDUCATION	

Back

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: SCHIBER
First Name: KAYLYN
Middle Name: MARGARET

Document Information:

Document Number: 140223232
Document Title: Single Subject Teaching Credential
Term: Preliminary
Status: Valid
Issue Date: 7/17/2014
Expiration Date: 8/1/2019
Original Issue Date: 7/17/2014
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
RIS	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	

1 - 1 of 1

Renewal Code	Renewal Description	Additional Description
RC	The holder must satisfy the Basic Skills Requirement within one year of the issuance date of this document in order to be eligible to continue teaching.	
PRO	The holder must satisfy the professional level requirement by completing a Commission-approved Induction Program.	
REL	The holder must earn a California English learner authorization.	

1 - 3 of 3

Employment Restrictions

No Records

Portal Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

R2 Teacher Information
Livingston HS,Livingston
Year: 2014

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
Randall	Louis	E	Male	White	27	Agriculture Specialist	81796	16359	0	0	N
McGuire	Kevin		Male	White	1	Agriculture Specialist	44644	8928	0	0	N
Kuhr	Stefanie		Female	White	2	Agriculture Specialist	48420	9684	0	1900	N
Schiber	Kaylyn		Female	White	1	Agriculture Specialist	44367	8873	0	0	N

Kuhr, Stefanie					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Biology	31	Ag Biology
1	2	9:07	Ag Biology	31	Ag Biology
1	3	10:07	Ag Biology	36	Ag Biology
1	4	11:56	Ag Biology	36	Ag Biology
1	5	12:56	Foods	35	Other Ag
1	6	1:56	Prep	0	Prep

McGuire, Kevin					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Mech I	31	Ag Mechanics
1	2	9:07	Ag Wood	22	Other Ag
1	3	10:07	Ag Mech II	18	Ag Mechanics
1	4	11:56	Ag Earth Science	36	Plant/Soil Science
1	5	12:56	Ag Earth Science	39	Plant/Soil Science
1	6	1:56	Prep	0	Prep

Randall, Louis					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Earth Science	36	Plant/Soil Science
1	2	9:07	Ag Earth Science	32	Plant/Soil Science
1	3	10:07	Ag Earth Science	34	Plant/Soil Science
1	4	11:56	Ag Biology	35	Ag Biology
1	5	12:56	Floral Design	34	O.H./Floral
1	6	1:56	Prep	0	Prep

Schiber, Kaylyn					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	7:00	Ag Leadership	24	Other Ag
1	1	8:00	Ag Biology	33	Ag Biology
1	2	9:07	Ag Biology	31	Ag Biology
1	3	10:07	Ag Biology	35	Ag Biology
1	4	11:56	Prep	0	Prep
1	5	12:56	Ag Biology	38	Ag Biology
1	6	1:56	Prep	0	Prep

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Page last modified: 12/30/2011

14.

**Agriculture Advisory
Committee Roster**

The Agriculture Advisory Committee for Livingston High School is composed of the Agricultural Instructors, Administration, the ROP Career Technician, Pathway related Community members, and other special guests. Attached is the roster of members for the 2014-2015. Changes to the roster will be made over the summer.

Livingston High School
Agricultural Advisory Committee

2014-2015

1. Ralph Calderon,
Principal, Livingston High School
1617 Main Street, Livingston, CA. 95334 (209) 394-7961
2. Aaron Silva
Local Business Owner
3290 Central Ave, Atwater, CA 95301 (209) 777-1605
3. Brandon Friesen,
Local Business Owner
321 2D Livingston, CA. 95334 (209) 394-7949
4. Scott Weimer,
Assistant Vice Principal, Livingston High School,
1617 Main Street, Livingston, CA. 95334, (209) 394-7961
5. Maria Canchola
Agriculture Assistant 1, Stanislaus County Office
(209) 417-4219
6. Phil Schiber
BTSA Coach; Former Agriculture Instructor
16341 Sunset Drive, Livingston, Ca 95334 (209) 676-0178
7. Dennis Brusenski,
Local Farmer,
14550 Longview Ave, Livingston, CA. (209) 756-6664
8. Gabriel Maldonado Gonzales
Export Administration, Costco Wholesale (209) 221-6200 ext 353
9. Bryan Tasse
Merced College Plant Science Instructor
3600 M Street, Merced, Ca 95348 (209) 386-6778
10. Leticia Guizar
ROP Career Center Technician, Livingston High School
1617 Main Street, Livingston, Ca 95334 (209) 394-7961

Agricultural Advisory Committee

2013-2014

1. Brian Benafield,
Former student and current Special Day Teacher, Livingston High School,
1617 Main Street, Livingston, CA. (209) 394-7961
2. Ralph Calderon,
Principal Livingston High School
1617 Main Street, Livingston, CA. 95334 (209) 394-7961
3. Brandon Friesen,
Owner of Livingston True Value
321 2D Livingston, CA. 95334 (209) 394-7949
4. Reggie Jantz,
Swine Production
11755 N. Cortez Avenue, Turlock, Ca. 95380 (209) 634-3809
5. Greta Janz
Foster Farms
1000 Davis St, Livingston, CA. (209) 205-0388
6. Scott Weimer,
Assistant Vice Principal, Livingston High School,
1617 Main Street, Livingston, CA. 95334, (209) 394-7961
7. Maria Canchola
Former student and salesman Home Depot Garden Center (209) 417-4219
8. Roberto Rivera
ROP Career Center Technician, Livingston High School,
1617 Main Street, Livingston, CA. 95334, (209) 394-7961
9. Jeanne Knapp, Ed. D.
Program Specialist,
Merced County Office of Education Career & Alternative Education
623 13th St., Merced, CA 95341 (209) 381-6677
10. Vivian Vieker,
Parent of former and current student, rancher,
14127 W Vinewood Ave, Livingston, CA (209) 947-1886
11. Phil Schiber
Former Ag Teacher, pschiber@muhsd.k12.ca.us

12. Dennis Brusenski,
Meat goat and rancher,
14550 Longview Ave, Livingston, CA. (209) 394-7949

13. Harbir Chahal
Almond Rancher,
Livingston, CA (559) 759-3049

14. Carter and Kati Luxon
Foster Farms
4520 Robin Avenue Livingston, CA. 9533 (209) 667-5838

15.

**Agriculture Advisory
Committee Minutes**

The Livingston High School Agriculture Advisory Committee meets twice a year; once in the fall semester and then again in the spring semester. These meetings are used to discuss pertinent information with invested parties of the Livingston High School Agriculture Program. Special invitation to participate is sent out three weeks prior to the meeting. The Agriculture Advisory Committee for Livingston High School is composed of the Agricultural Instructors, Administration, the ROP Career Technician, Pathway related Community members, and other special guests. Attached is the minutes for both of the meetings that were held during the 2014-2015 school year.

Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*
Louis Randall, *Agriculture Teacher*
Kaylyn Schiber, *Agriculture Teacher*
Kevin McGuire, *Agriculture Teacher*

Ag Advisory AGENDA

May 7th, 2015 at 6:00 pm in Room 600

The meeting was called to order at 6:00 pm.

Roll was conducted with an introduction of members. The following members were present:

Stefanie Kuhr	Louis Randall	Kaylyn Schiber
Kevin McGuire	Phil Schiber	Aaron Silva
Dennis Brusenski	Shirley Silva	Maria Conchola
Ralph Calderon	Danielle Brusenski	

Mrs. Kuhr made an introduction of new members to the committee however; they were unavailable to join us for the meeting. Dr. Kate Platt from Azores Veterinary clinic who will be instrumental in helping facilitate the growth in the Veterinary Science program. The Horticulture Instructor at Merced Community College, Bryan Tassey; who will be helping the growth in our Horticulture Pathway.

Mrs. Kuhr provided a handout that highlighted the achievements of the department within the past year. (See attached handout).

Agenda item: upcoming events.

Mrs. Kuhr stated that officer elections are coming up on the 15th. All students interested in running for office have a deadline to turn in their officer applications by tomorrow (May 8th). Ms. Schiber discussed changes to the banquet this year. Stating the reason for foregoing the formal dinner was to try and increase attendance. Ms. Schiber asked if anyone had connections to get items donated that the information would be helpful as the event is free. Ralph said that administration would donate dessert to the banquet.

Agenda item: update on classes.

Two new classes are being offered next year. Horticulture which will be taught by Ms. Schiber and Vet Science that will be taught by Mrs. Kuhr. Mr. Calderon stated that there is a problem with retaining students in the program and hopes that with these new classes and more defined pathways, that we will start to see 50 strong program completers. A possibility of hiring a 5th agriculture teacher in the future.

The FFA Mission

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.

Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*

Louis Randall, *Agriculture Teacher*

Kaylyn Schiber, *Agriculture Teacher*

Kevin McGuire, *Agriculture Teacher*

Agenda item: Booster Club.

Mrs Kuhr asked for suggestions in how to increase membership into the Booster Club. Aaron Silva suggested mentioning it again at the awards banquet and having a booth during social hour of the banquet. He also suggested having a Booster meeting following the ag advisory meeting so that one meeting could roll into the next. Kevin McGurie suggested providing incentives to parents who get involved. For example: a parent works 5 hours at the dinner and the student receives \$X off leadership conference registration. Kevin also added to Aaron's suggestion that maybe Booster meetings could happen simultaneously with chapter meetings. Phil Schiber who has been an active member of the Atwater Booster Club shared that growth is done by word of mouth from current members. He also suggested that they focus on one large dinner.

The final topic discussed was scholarship night and the amount of money that was awarded to FFA members. Randall stated there were scholarships that students didn't apply for and that maybe it would be helpful to have scholarship workshops. Maria Conchola offered to help with the workshops as a translator. She also offered to get us in contact with the Merced County Ag Commissioners Office to possibly do a presentation on agriculture jobs to help students realize that there are more jobs in agriculture besides working in the field.

Meeting was adjourned at 7:00 pm.

Sincerely,

Stefanie Kuhr

Livingston FFA Department Chair

Ag Advisory Committee Secretary

The FFA Mission

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Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*

Louis Randall, *Agriculture Teacher*

Richard Chapman, *Agriculture Teacher*

Ag Advisory AGENDA

November 12, 2013 at 6:30 pm in Room 600

The meeting was called to order at 6:35 pm.

Roll was conducted with an introduction of members. The following members were present:

Stefanie Kuhr

Louis Randall

Richard Chapman

Scott Weimer

Ralph Calderon

Phil Schieber

Dennis Brusenski

Jeanne Knapp

Maria Canchola

Vivian Vieker

Gerardo Aguilar

Mr. Randall made a motion to approve the minutes as read. Vivian Vieker seconded the motion. Motion passed.

The next item on the agenda was to appoint the new chairperson of the Ag Advisory committee. Mr. Aaron Silva had accepted the offer to be chair but due to his absence, the committee needed to appoint a vice chairperson. Mr. Calderon moved that the committee appoint Mr. Dennis Brusenski as vice chairperson. Mr. Phil Schieber seconded the motion. Mr. Brusenski accepted the nomination. Motion proceeded to a vote. Motion passed.

Mrs. Kuhr lead the discussion about the departmental 5 year facility and equipment acquisition plan. The focus of the discussion was the 2013-2014 year. Improvement of the school farm and facilities is included renovation of the sheep and goat. Mr. Chapman's shop skills class is tearing down the existing structures and installing new panels for a more uniform facility. Mrs. Kuhr mentioned the plan to take the small animal unit and turn it into a year-round facility for rabbits. Mrs. Kuhr will be attending a district wide meeting on December 4th to discuss the allocations for agriculture departments through the district for new agriculture department trucks/gators. Mrs. Kuhr stated that she believed Livingston Ag. should push for a new truck as she sees no use for a department gator at this time.

Gerardo Aguilar, the Livingston FFA Chapter President, highlighted some of the current and upcoming FFA activities. The first activity mentioned was project competition. Thursday, November 14th, 6 Livingston FFA members will be competing in the sectional project competition. This three times the amount of students competing compared to last year. The next activity discussed was winter formal and how winter formal serves as one of Livingston FFA's biggest fundraisers. The final activity was Super

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Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*

Louis Randall, *Agriculture Teacher*

Richard Chapman, *Agriculture Teacher*

Saturday which will be held on January 25th, 2014. This is when students have the opportunity to compete in a variety of different speaking competitions from prepared, extemporaneous, impromptu, and job interview.

Each advisor spoke quickly about the happenings in their current courses.

Mrs. Kuhr announced that there will be a parent/student exhibitor meeting on January 28th, 2014 at 6:00 pm in room 600. Livingston FFA members that will be showing at Merced Fair look to be on the rise. Mr. Joe Brown, a staff member at Livingston FFA, has offered room on his property for our students to house animal projects. Mr. Dennis Brusenski also offered room on his property.

The date and time for the next project competition meeting is tentatively set for April 8th, 2014 at 6:30 pm.

When the floor was open to questions, a discussion was had about Agriculture Incentive Grant. We received 91% of our awarded allotment. There was 9% cut state wide. Jeanne Knapp added a ROP point of view in the fact that CTE has a good leg to stand on with the FFA being a Nation Student Organization. Mr. Weimer added that API will be changing the calculation of API to include a career-readiness component.

Meeting was adjourned at 7:15 pm.

Sincerely,

Stefanie Kuhr

Ag Advisory Committee Secretary

The FFA Mission

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.

Ag Advisory Meeting Minutes

Meeting started at 6:15 pm on February 5, 2013

Members in attendance:

**Scott Weimer
Paulina Pinheiro
Louis Randall
Vivian Vieker**

**Nancy Perez
Aaron Silva
Bernardo Garcia
Jeanne Knapp**

Dorothy Brusenski

- 6:15 pm - 6:20 pm Introductions-Mr. Randall**
- 6:20 pm – 6:25 pm Minutes were approved with a 1st from Jeanne Knapp and 2nd from Scott Weimer .**
- 6:25 pm – 6:30 pm Miss Pinheiro and Nancy Perez talked about past FFA events of the 3rd quarter and upcoming FFA activities for the rest of the year.**
- 6:30pm - 6:45pm Mr. Randall and Miss Pinheiro discussed the LMS recruitment and mentioned that 167 students signed up for Ag classes. The Ag Department will try and hold on to these students to make up 4 Ag Biology classes by doing the following: Inviting 8th graders to the February 8th FFA Chapter Meeting, continued visitations to 8th grade science at LMS, have students participation in the Merced County Fair, Counselor contact, Ag Teacher contact, and summer activities.**
- 6:45 pm – 7:05 pm Both Advisors discussed new class offerings for 2013-2014 which included Vet Tech and Ag Business. Vet Tech is still questionable and Ag Business is a go.**
- 7:05pm -7:10pm Discussed constructing a stabilized Agricultural Pathway.**
- 7:10pm – 7:20pm - Question and Answer Period**
- 7:20pm Meeting Adjourned**

16.

Current Year Budget

Livingston High School Agriculture Department received funding from several sources such as the Agricultural Incentive Grant, Carl Perkins Grant, District funding, school site funding, as well as funds in the FFA student body account. Attached are the current year's application and current account statuses.

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2014-15 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Livingston High School

(School Site)

Merced Union High 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

Stefanie Kuhn

Signature of Agriculture Teacher
Responsible for the Program

Title

Ralph Calala

Signature of Principal

Contact Phone Number: 209-394-7960

Date of Approval of Local Agency Board:

10/8/2014

Funds Requested - Part I

\$5,000.00

Part II

\$3,400.00

Part III

\$8,000.00

Part IV

\$0.00

Total

\$16,400.00

Number of Different Agriculture Teachers at Site:

4

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	<u>x</u>	<u></u>
2. Leadership and Citizenship Development	<u>x</u>	<u></u>
3. Practical Application of Occupational Skills	<u>x</u>	<u></u>
4. Qualified and Competent Personnel	<u>x</u>	<u></u>
5. Facilities, Equipment, and Materials	<u>x</u>	<u></u>
6. Community, Business, and Industry Involvement	<u>x</u>	<u></u>
7. Career Guidance	<u>x</u>	<u></u>
8. Program Promotion	<u>x</u>	<u></u>
9. Program Accountability and Planning	<u>x</u>	<u></u>

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	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	425	\$3,400.00

PART III - 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:

4

List the Names of the Agriculture Teachers:

1. Stefanie Kuhr

Louis Randall.

2. Kaylyn Schiber

5.

3. Kevin McGuire

6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio		\$0.00
Criterion 11A - Year-Round Employment	4	\$8,000.00
Criterion 11B - Project Supervision Period		\$0.00
TOTAL FUNDS REQUESTED PART IV		\$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - 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		8,000.00	8,000.00
2			Subtotal for 4000	\$8,000.00	\$8,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Transportation	3,000.00	3,000.00
4			2. Conferences	5,416.00	5,416.00
5			3.		
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$8,416.00	\$8,416.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000-6000 Lines 2, 8, 13	\$16,416.00	\$16,416.00

TOTAL 2014-15 Incentive Grant Allocation:

\$16,400.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

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:

Merced County Office of Education

Steven E. Gomes, Ed.D., Superintendent

Equal Opportunity Employer

MEMO

TO: Randall, Louis
FROM: Mary Whited
RE: Supply Budget
DATE: September 2, 2014

Below is your instructional budget amount and your class budget code for your
The Art & History of Floral Design Class at MUHSD-Livingston.

- Budget amount is \$ **\$1,206**
- Your class budget code is **01-0235-0-4300.00-6300-1000-206-210-000**
- You will need to place all supply orders through ROP
- All personal reimbursements need prior approval
- Technology orders and Open PO requests must be submitted by February 20, 2015
- All other orders/encumbrances must be submitted by **April 1, 2015!**

If there are any questions regarding your budget/ordering, please feel free to call me at (209) 381-6677.

Merced County Office of Education

Steven E. Gomes, Ed.D., Superintendent

Equal Opportunity Employer

MEMO

TO: Kuhr, Stefanie
FROM: Mary Whited
RE: Supply Budget
DATE: September 2, 2014

Below is your instructional budget amount and your class budget code for your **Food Science Class at MUHSD-Livingston.**

- Budget amount is \$ **\$1,368**
- Your class budget code is **01-0235-0-4300.00-6300-1000-206-209-000**
- You will need to place all supply orders through ROP
- All personal reimbursements need prior approval
- Technology orders and Open PO requests must be submitted by February 20, 2015
- All other orders/encumbrances must be submitted by **April 1, 2015!**

If there are any questions regarding your budget/ordering, please feel free to call me at (209) 381-6677.

Kuhr, Stefanie <skuhr@muhsd.org>

Ag Transportation Allocation 2014-15

Garcia, Sonia <sgarcia@muhsd.org>

Garcia, Sonia <sgarcia@muhsd.org>
 To: Dave Gossman <DGOSSMAN@muhsd.org>, MANUEL AVILA <MAVILA@muhsd.org>, Stefanie Kuhr <skuhr@muhsd.org>, VIKKI DAVIS <VDAVIS@muhsd.org>, Celia Casso <ccasso@muhsd.org>, STEVEN MUA <SMUA@muhsd.org>

Cc: Alan Peterson <APETERSON@muhsd.org>, John Olson <JOLSON@muhsd.org>, RALPH CALDERON <RCALDERON@muhsd.org>, Constantino Aguilar <CAGUILAR@muhsd.org>, Anthony Johnson <AJOHNSON@muhsd.org>, Sabrena Ford <sford@muhsd.org>

Good Afternoon,

Listed below are the account numbers for Ag Transportation, use object 5200 for travel costs other than district vehicles and 5711 for travel costs using district vehicles. You may transfer between these two accounts as needed. If you have any questions please call or email me.

Account numbers:					
AHS	01-0000-0-5200-00-1110-1000-110-100-025			3,887.62	
	01-0000-0-5711-00-1110-1000-110-100-025			3,887.62	7,775.24
BCHS	01-0000-0-5200-00-1110-1000-150-150-025			2,101.42	
	01-0000-0-5711-00-1110-1000-150-150-025			2,101.41	4,202.83
ECHS	01-0000-0-5200-00-1110-1000-160-160-025			1,576.06	
	01-0000-0-5711-00-1110-1000-160-160-025			1,576.06	3,152.12
LHS	01-0000-0-5200-00-1110-1000-130-300-025			2,101.42	
	01-0000-0-5711-00-1110-1000-130-300-025			2,101.41	4,202.83
MHS	01-0000-0-5200-00-1110-1000-120-200-025			1,786.21	
	01-0000-0-5711-00-1110-1000-120-200-025			1,786.20	3,572.41
GVHS	01-0000-0-5200-00-1110-1000-140-400-025			1,891.27	
	01-0000-0-5711-00-1110-1000-140-400-025			1,891.27	3,782.55
				26,687.97	26,687.97

5/6/2015

Thanks,
Sonia

Muhdsd.k12.ca.us Mail - / Transportation Allocation 2014-15

On Tue, Aug 19, 2014 at 11:53 AM, Garcia, Sonia <sgarcia@muhsd.org> wrote:

[Quoted text hidden]

[Quoted text hidden]

CARL PERKINS PROGRAM PLAN 2014-15

Department Chairs complete one plan for each sequenced program in a CTE Department. All parts of the plan must be submitted to and approved by the principal and Perkins oversight administrator. Perkins administrator will forward the school's Perkins to the Categorical office. Plans will be reviewed and approved by District CTE Committee prior to becoming part of the MUHSD District plan which will require CDE approval.

School:	Livingston High Scho	Chair or Teacher:	Stefanie Kuhr	Allocation:	18,421
CTE Department:	Agrilcture				
Industry Sector:	Agriculture and Natural Resources				
Career Pathway:	Agriscience, Animal Science, and Agriculture Mechanics				

PROGRAM REVIEW QUESTIONS

1. Describe your collaboration efforts with ROP and/or Merced College to develop articulated credit courses which allow students to meet both high school and college requirements for graduation and/or certification?
Meetings were held throughout the 2013-2014 between school/department, district, ROP, and Merced College staff in identifying courses that would qualify for Merced College. Agriculture Leadership was made available to our students for articulation 2x2 college credit.
2. Name your student organization? FFA How many members does it have? 420 List three activities or competitions the organization participated in:
Super Saturday Public Speaking Contest
California State FFA Convention
State FFA Judging Finals
3. CTE courses are to ensure leadership is taught and that it is a graded component. Describe leadership activities/assignments and what percentage were they of overall student grade.
The leadership component is implemented through the intracurricular FFA (leadership component). Students are taught public speaking skills, organizations and record keeping in agriculture classes and student projects. Some of the projects include but are not limited to: ROP portfolios and interviews, FFA record books, and biology video presentations.
4. Describe efforts to have business and industry involvement in your area and provide name of contact person.
The FFA program has a 12 members agriculture advisory board that is composed of industry representatives from each of the agriculture pathways. Communication and evaluation is done at least twice a year to ensure we are meeting industry needs.
5. Pinpoint where you are in the process of aligning your curriculum to the new CTE standards.
We are the process of completing a spreadsheet that acts as pacing calendar for unit taughts that aligns the units taught with the new CTE standards.
6. Do you have a plan for certification in your area which would enhance graduates opportunity for employment.
Currently, our agriculture pathways are being assessed for career related skills and/or articulated routes with post-secondary education opportunities and industrues needs.
7. Identify at least three measurable outcomes on which you will focus in 13-14:
Increase the number of students enrolled in agricultural courses.
Increase the number of students who participant in career development events through the FFA.
Increase the number of students who attend leadership conferences and other activities provided by the FFA Organization.

Planned Use of Carl Perkins Funds to Improve Career Technical Education Programs

Describe the planned use of the Carl Perkins funds to improve the CTE sequenced program identified above. The description should state specifically how the expenditure will expand or improve each program. The descriptions should provide sufficient detail to explain the budget line item amounts. Examples of acceptable descriptions include:

- purchase of supplemental books, instructional materials, and equipment
- use of funds for student leadership organization activities
- professional and curriculum development
- industry advisory committee activities
- instructional aides

LIST ITEMS IN ORDER OF PRIORITY

1. Describe in detail item to be purchased:

FFA Field trips to the following locations: Superior Farms in Dixon, California, Greenhand Conference, Harris Ranch, and State Convention Transportation.

Explain how the following program improvement project will enhance or improve student opportunities: (AGRI) Students will receive invaluable experiences and first-hand knowledge of careers available in different agriculture pathways. Students will also receive knowledge about new technologies and practices within those career pathways.

Estimated Cost (include tax and shipping)	3100	Classification Letter (Refer to budget page)	T	Quality Criteria & Indicator number & letter	7A
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2. Describe in detail item to be purchased:

FFA Leadership packets include all students enrolled in agricultural education to receive their own record book and will be given the opportunity to participate in leadership activities and career development events provided through the FFA.

Explain how the following program improvement project will enhance or improve student opportunities: (AGRI) Through the leadership packets, every student will be given the opportunity to participate in numerous leadership conferences and career development events during the spring.

Estimated Cost (include tax and shipping)	6.500	Classification Letter (Refer to budget page)	A	Quality Criteria & Indicator number & letter	4C
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3. Describe in detail item to be purchased:

Professional Development Seminars, workshops and activities through CATA and FFA. These activities include CATA Summer Conference, Fall and Spring Regional Meetings, Road Show and California State FFA Convention.

Explain how the following program improvement project will enhance or improve student opportunities: (AgM) Through attending various activities and conference workshops, the agriculture instructors will gain knowledge and materials needed to continue to provide up-to-date instruction in the career and technical education for all students.

Estimated Cost (include tax and shipping)	8000	Classification Letter (Refer to budget page)	B	Quality Criteria & Indicator number & letter	7A
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4. Describe in detail item to be purchased:

Fetal Pigs Dissection tool/equipment

Explain how the following program improvement project will enhance or improve student opportunities: (AnSci) The purchase of fetal pigs and dissection equipment will be used to enhance the animal science pathway by providing students the hands-on experience of providing an internal look at the body systems of the pig.

Estimated Cost (include tax and shipping)	800	Classification Letter (Refer to budget page)	A	Quality Criteria & Indicator number & letter	2E
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5. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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6. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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7. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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8. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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9. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

10. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

Carl Perkins Grant Application Budget Narrative

Object numbers and Title Reference		Expenditure Category			
4000	Books/Supplies	A	Instruction (including CTSO)	E	Special Population Services
5000	Services/Operating Expenditures	B	Professional Development	F	Research Eval & Data Development
6000	Capital Outlay	C	Curriculum Development	G	Guidance & Counseling
7000	Indirect Costs	D	Transportation	H	Admin or Indirect Cost

[illegible]

Career Technical Education (CTE) - 11 Elements of a High-Quality CTE Program

Place an X in next to elements in which the requirement is currently being met and/or the year (e.g. '12, '13) in which the requirement will be met. NOTE: Each box in the column must be filled. It should contain an X or a year.

1. LEADERSHIP AT ALL LEVELS		
X	1A.	The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements, and/or Tech Prep.
X	1B.	Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.
X	1C.	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.
2. HIGH-QUALITY CURRICULUM AND INSTRUCTION		
X	2A.	The CTE Model Curriculum Standards and Framework for the _____ Industry Sector are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.
X	2B.	Career paths have been identified and can be found on a chart or diagram in the CTE Plan.
X	2C.	The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.
X	2D.	The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).
X	2E.	Students are provided with a strong experience in and understanding of all aspects of industry.
	2F.	Technology is incorporated into program instruction.
X	2G.	There is collaboration between academic and CTE teachers.
X	2H.	CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.
3. CAREER EXPLORATION AND GUIDANCE		
X	3A.	Students are counseled regarding: <ul style="list-style-type: none"> • CTE career opportunities. • CTE and academic courses necessary to complete career pathway offerings. • Post-secondary education and training options.
X	3B.	All students have a completed a four year career plan that is updated annually.
4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT		
X	4A.	An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.
X	4B.	A local CTSO work plan is developed annually and a copy is furnished to local administration.
X	4C.	Leadership activities are embedded in the CTE curriculum.
X	4D.	All students enrolled in CTSO's are affiliated with the State Association.
X	4E.	Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).
X	4F.	Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.

5. INDUSTRY PARTNERSHIPS		
X	5A.	The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.
X	5B.	Business/industry is involved in student learning activities.
X	5C.	Business/industry is involved in the development and validation of the curriculum.
X	5D.	Labor market demand has been documented for the Program.
X	5E.	There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.
6. SYSTEM ALIGNMENT AND COHERENCE		
X	6A.	A Program of Study, with a post-secondary institution, has been developed.
X	6B.	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.
X	6C.	Each CTE program sequence will include at least one district-funded CTE course in the industry sector.
7. EFFECTIVE ORGANIZATIONAL DESIGN		
X	7A.	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.
X	7B.	There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or “chunks” tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.
X	7C.	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.
8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS		
X	8A.	Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.
X	8B.	There is sufficient funding to cover costs of necessary equipment and facilities.
X	8C.	There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.
9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT		
X	9A.	Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.
X	9B.	Based on the previous year’s records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.
X	9C.	The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)
X	9D.	A written record of minutes of action taken during CTE staff meetings is kept in Department files.

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT		
X	10A.	A District CTE Plan is on file with the local administration and a copy is retained in the local department files.
X	10B.	Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.
X	10C.	Enrollment report (CDE 101-E1) <ul style="list-style-type: none"> • All CTE courses are properly identified in data system (including new courses). • Enrollment figures and reports are reviewed by: <ul style="list-style-type: none"> ○ Site Staff and district CTE staff ○ Site and district advisory committees • Completed and submitted by October 15 to the CDE.
X	10D.	A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: <ul style="list-style-type: none"> • Student placement status in postsecondary education or advanced training, in military service, or in employment. • Opinion regarding the value and relevance of the CTE program. • Suggestions for improving the CTE program.
X	10E.	Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.
X	10F.	The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X	10G.	All Core Indicators meet or exceed the State level targets.
X	10H.	The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.
11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION		
X	11A.	The CTE program has a recruitment brochure or similar document used to promote the program.
X	11B.	The CTE Department(s) conduct recruitment activities.

CARL PERKINS PROGRAM PLAN 2014-15

Department Chairs complete one plan for each sequenced program in a CTE Department. All parts of the plan must be submitted to and approved by the principal and Perkins oversight administrator. Perkins administrator will forward the school's Perkins to the Categorical office. Plans will be reviewed and approved by District CTE Committee prior to becoming part of the MUHSD District plan which will require CDE approval.

School:	Livingston High Scho	Chair or Teacher:	Stefanie Kuhr	Allocation:	18,421
CTE Department:	Agrilcture				
Industry Sector:	Agriculture and Natural Resources				
Career Pathway:	Agriscience, Animal Science, and Agriculture Mechanics				

PROGRAM REVIEW QUESTIONS

- Describe your collaboration efforts with ROP and/or Merced College to develop articulated credit courses which allow students to meet both high school and college requirements for graduation and/or certification?
Meetings were held throughout the 2013-2014 between school/department, district, ROP, and Merced College staff in identifying courses that would qualify for Merced College. Agriculture Leadership was made available to our students for articulation 2x2 college credit.
- Name your student organization? FFA How many members does it have? 420 List three activities or competitions the organization participated in:
Super Saturday Public Speaking Contest
California State FFA Convention
State FFA Judging Finals
- CTE courses are to ensure leadership is taught and that it is a graded component. Describe leadership activities/assignments and what percentage were they of overall student grade.
The leadership component is implemented through the intracurricular FFA (leadership component). Students are taught public speaking skills, organizations and record keeping in agriculture classes and student projects. Some of the projects include but are not limited to: ROP portfolios and interviews, FFA record books, and biology video presentations.
- Describe efforts to have business and industry involvement in your area and provide name of contact person.
The FFA program has a 12 members agriculture advisory board that is composed of industry representatives from each of the agriculture pathways. Communication and evaluation is done at least twice a year to ensure we are meeting industry needs.
- Pinpoint where you are in the process of aligning your curriculum to the new CTE standards.
We are the process of completing a spreadsheet that acts as pacing calendar for unit taughts that aligns the units taught with the new CTE standards.
- Do you have a plan for certification in your area which would enhance graduates opportunity for employment.
Currently, our agriculture pathways are being assessed for career related skills and/or articulated routes with post-secondary education opportunities and industrues needs.
- Identify at least three measurable outcomes on which you will focus in 13-14:
Increase the number of students enrolled in agricultural courses.
Increase the number of students who participant in career development events through the FFA.
Increase the number of students who attend leadership conferences and other activities provided by the FFA Organization.

Planned Use of Carl Perkins Funds to Improve Career Technical Education Programs

Describe the planned use of the Carl Perkins funds to improve the CTE sequenced program identified above. The description should state specifically how the expenditure will expand or improve each program. The descriptions should provide sufficient detail to explain the budget line item amounts. Examples of acceptable descriptions include:

- purchase of supplemental books, instructional materials, and equipment
- use of funds for student leadership organization activities
- professional and curriculum development
- industry advisory committee activities
- instructional aides

LIST ITEMS IN ORDER OF PRIORITY

1. Describe in detail item to be purchased:

FFA Field trips to the following locations: Superior Farms in Dixon, California, Greenhand Conference, Harris Ranch, and State Convention Transportation.

Explain how the following program improvement project will enhance or improve student opportunities: (AGRI) Students will receive invaluable experiences and first-hand knowledge of careers available in different agriculture pathways. Students will also receive knowledge about new technologies and practices within those career pathways.

Estimated Cost (include tax and shipping)	3100	Classification Letter (Refer to budget page)	T	Quality Criteria & Indicator number & letter	7A
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2. Describe in detail item to be purchased:

FFA Leadership packets include all students enrolled in agricultural education to receive their own record book and will be given the opportunity to participate in leadership activities and career development events provided through the FFA.

Explain how the following program improvement project will enhance or improve student opportunities: (AGRI) Through the leadership packets, every student will be given the opportunity to participate in numerous leadership conferences and career development events during the spring.

Estimated Cost (include tax and shipping)	6.500	Classification Letter (Refer to budget page)	A	Quality Criteria & Indicator number & letter	4C
--	-------	---	---	---	----

3. Describe in detail item to be purchased:

Professional Development Seminars, workshops and activities through CATA and FFA. These activities include CATA Summer Conference, Fall and Spring Regional Meetings, Road Show and California State FFA Convention.

Explain how the following program improvement project will enhance or improve student opportunities: (AgM) Through attending various activities and conference workshops, the agriculture instructors will gain knowledge and materials needed to continue to provide up-to-date instruction in the career and technical education for all students.

Estimated Cost (include tax and shipping)	8000	Classification Letter (Refer to budget page)	B	Quality Criteria & Indicator number & letter	7A
--	------	---	---	---	----

4. Describe in detail item to be purchased:

Fetal Pigs Dissection tool/equipment

Explain how the following program improvement project will enhance or improve student opportunities: (AnSci) The purchase of fetal pigs and dissection equipment will be used to enhance the animal science pathway by providing students the hands-on experience of providing an internal look at the body systems of the pig.

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Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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7. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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8. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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9. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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10. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

Carl Perkins Grant Application Budget Narrative

Object numbers and Title Reference		Expenditure Category			
4000	Books/Supplies	A	Instruction (including CTSO)	E	Special Population Services
5000	Services/Operating Expenditures	B	Professional Development	F	Research Eval & Data Development
6000	Capital Outlay	C	Curriculum Development	G	Guidance & Counseling
7000	Indirect Costs	D	Transportation	H	Admin or Indirect Cost

[illegible]

Career Technical Education (CTE) - 11 Elements of a High-Quality CTE Program

Place an X in next to elements in which the requirement is currently being met and/or the year (e.g. '12, '13) in which the requirement will be met. NOTE: Each box in the column must be filled. It should contain an X or a year.

1. LEADERSHIP AT ALL LEVELS		
X	1A.	The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements, and/or Tech Prep.
X	1B.	Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.
X	1C.	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.
2. HIGH-QUALITY CURRICULUM AND INSTRUCTION		
X	2A.	The CTE Model Curriculum Standards and Framework for the _____ Industry Sector are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.
X	2B.	Career paths have been identified and can be found on a chart or diagram in the CTE Plan.
X	2C.	The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.
X	2D.	The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).
X	2E.	Students are provided with a strong experience in and understanding of all aspects of industry.
	2F.	Technology is incorporated into program instruction.
X	2G.	There is collaboration between academic and CTE teachers.
X	2H.	CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.
3. CAREER EXPLORATION AND GUIDANCE		
X	3A.	Students are counseled regarding: <ul style="list-style-type: none"> • CTE career opportunities. • CTE and academic courses necessary to complete career pathway offerings. • Post-secondary education and training options.
X	3B.	All students have a completed a four year career plan that is updated annually.
4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT		
X	4A.	An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.
X	4B.	A local CTSO work plan is developed annually and a copy is furnished to local administration.
X	4C.	Leadership activities are embedded in the CTE curriculum.
X	4D.	All students enrolled in CTSO's are affiliated with the State Association.
X	4E.	Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).
X	4F.	Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.

5. INDUSTRY PARTNERSHIPS		
X	5A.	The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.
X	5B.	Business/industry is involved in student learning activities.
X	5C.	Business/industry is involved in the development and validation of the curriculum.
X	5D.	Labor market demand has been documented for the Program.
X	5E.	There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.
6. SYSTEM ALIGNMENT AND COHERENCE		
X	6A.	A Program of Study, with a post-secondary institution, has been developed.
X	6B.	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.
X	6C.	Each CTE program sequence will include at least one district-funded CTE course in the industry sector.
7. EFFECTIVE ORGANIZATIONAL DESIGN		
X	7A.	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.
X	7B.	There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or "chunks" tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.
X	7C.	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.
8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS		
X	8A.	Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.
X	8B.	There is sufficient funding to cover costs of necessary equipment and facilities.
X	8C.	There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.
9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT		
X	9A.	Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.
X	9B.	Based on the previous year's records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.
X	9C.	The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)
X	9D.	A written record of minutes of action taken during CTE staff meetings is kept in Department files.

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT		
X	10A.	A District CTE Plan is on file with the local administration and a copy is retained in the local department files.
X	10B.	Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.
X	10C.	Enrollment report (CDE 101-E1) <ul style="list-style-type: none"> • All CTE courses are properly identified in data system (including new courses). • Enrollment figures and reports are reviewed by: <ul style="list-style-type: none"> ○ Site Staff and district CTE staff ○ Site and district advisory committees • Completed and submitted by October 15 to the CDE.
X	10D.	A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: <ul style="list-style-type: none"> • Student placement status in postsecondary education or advanced training, in military service, or in employment. • Opinion regarding the value and relevance of the CTE program. • Suggestions for improving the CTE program.
X	10E.	Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.
X	10F.	The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X	10G.	All Core Indicators meet or exceed the State level targets.
X	10H.	The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.
11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION		
X	11A.	The CTE program has a recruitment brochure or similar document used to promote the program.
X	11B.	The CTE Department(s) conduct recruitment activities.

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
07/01/2014			Balance Forward					\$ 8,514.34
07/31/2014	7	ADJUSTMENT	COMBINE FFA ACCOUNTS			0.00	36.01	8,550.35
07/31/2014	7	ADJUSTMENT	COMBINE FFA ACCOUNTS			0.00	673.00	9,223.35
08/13/2014	15686	CHECK		BAREFOOT ATHLETICS		1,616.00	0.00	7,607.35
08/14/2014	15691	CHECK	REIMBURSEMENTS	KUHR, STEFANIE		24.00	0.00	7,583.35
08/14/2014	15691	CHECK	REIMBURSEMENTS	KUHR, STEFANIE		51.78	0.00	7,531.57
08/14/2014	15691	CHECK	REIMBURSEMENTS	KUHR, STEFANIE		157.57	0.00	7,374.00
08/15/2014	324	RECEIPT	MERCED RIVER AG BOOSTERS DONATION FOR SERVING DINNER	LOUIS RANDALL		0.00	250.00	7,624.00
08/20/2014	408	RECEIPT	ATTENDANCE AWARDS-BRAVO	M.U.H.S.D.		0.00	200.00	7,824.00
08/20/2014	418	RECEIPT	T SHIRT SALES	KUHR, STEFANIE		0.00	450.00	8,274.00
08/21/2014	15702	CHECK	FAIR SHARE MEDICATION REIMBURSEMENT	STEFANIE LAND		34.46	0.00	8,239.54
08/22/2014	14	ADJUSTMENT	NATIONAL FFA ORGANIZATION-CK#15533,15555,15586,15606-SALES TAX			129.15	0.00	8,110.39
08/22/2014	15	ADJUSTMENT	ORIENTAL TRADING-CK#15556-SALES TAX			3.75	0.00	8,106.64
08/25/2014	15703	CHECK	SWINE SHEARS REPAIR	LOUIS RANDALL		17.17	0.00	8,089.47
08/25/2014	15704	CHECK	FFA OFFICER SHIRTS	DIAMOND PRINTS		352.09	0.00	7,737.38
08/27/2014	15718	CHECK	REGISTRATION FOR CONFERENCE	CALIF ASSOCIATION FFA-CENTRAL REGION FFA		140.00	0.00	7,597.38
08/27/2014	15719	CHECK	GREENHAND REGISTRATION	CALIFORNIA FFA CENTER		1,750.00	0.00	5,847.38
08/27/2014	479	RECEIPT	T SHIRTS	KUHR, STEFANIE		0.00	350.00	6,197.38
08/28/2014	15722	CHECK	SECTIONAL DUES/CONTEST FEES	MERCED-MARIPOSA SECTION FFA		200.00	0.00	5,997.38
09/02/2014	534	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	100.00	6,097.38
09/04/2014	540	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	850.00	6,947.38
09/04/2014	542	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	150.00	7,097.38
09/04/2014	545	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	170.00	7,267.38
09/05/2014	556	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	80.00	7,347.38
09/05/2014	557	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	70.00	7,417.38
09/05/2014	559	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	150.00	7,567.38
09/08/2014	589	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	60.00	7,627.38
09/08/2014	590	RECEIPT	GREENHOUSE CONFERENCE	KUHR, STEFANIE		0.00	30.00	7,657.38
09/08/2014	591	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	7,757.38
09/09/2014	15740	CHECK	GREENHAND CONFERENCE-ADULT REGISTRATION	CALIFORNIA FFA CENTER		10.00	0.00	7,747.38
09/10/2014	599	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	30.00	7,777.38
09/10/2014	600	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	60.00	7,837.38

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
09/10/2014	602	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	150.00	7,987.38
09/11/2014	609	RECEIPT	GREENHOUSE TOMATOES/1ST PRESBYTERIAN CHURCH	LOUIS RANDALL		0.00	98.00	8,085.38
09/11/2014	610	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	90.00	8,175.38
09/11/2014	611	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	60.00	8,235.38
09/11/2014	612	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	10.00	8,245.38
09/11/2014	613	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	10.00	8,255.38
09/12/2014	15753	CHECK	PO #16360: FLORAL SUPPLIES (PO# 16360)	MATRANGA FLORAL DIST.		81.25	0.00	8,174.13
09/16/2014	15755	CHECK	ICE CREAM FOR 9/17/14 ICE CREAM SOCIAL	LIBERTY MARKET		69.90	0.00	8,104.23
09/24/2014	866	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	90.00	8,194.23
09/24/2014	867	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	190.00	8,384.23
09/24/2014	868	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	90.00	8,474.23
09/24/2014	869	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	80.00	8,554.23
09/24/2014	870	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	250.00	8,804.23
09/24/2014	871	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	120.00	8,924.23
09/24/2014	872	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	40.00	8,964.23
09/25/2014	24	ADJUSTMENT	8/25/14 COSTCO CHARGE FOR 8/27/14 FFA POOL PARTY SUPPLIES			202.74	0.00	8,761.49
09/25/2014	15763	CHECK	2 YARDS OF POTTING MIX	MERCED COLLEGE FOUNDATION		160.00	0.00	8,601.49
10/01/2014	914	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	200.00	8,801.49
10/01/2014	916	RECEIPT	FRIGHTMARE FARMS	KUHR, STEFANIE		0.00	580.00	9,381.49
10/02/2014	918	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	40.00	9,421.49
10/02/2014	919	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	50.00	9,471.49
10/02/2014	920	RECEIPT	FFA TSHIRT FUNDRAISER	KUHR, STEFANIE		0.00	40.00	9,511.49
10/02/2014	923	RECEIPT	FFA JACKETS	KUHR, STEFANIE		0.00	435.00	9,946.49
10/03/2014	934	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	300.00	10,246.49
10/07/2014	954	RECEIPT	FRIGHTMARE FARMS	KUHR, STEFANIE		0.00	220.00	10,466.49
10/07/2014	958	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	10,566.49
10/07/2014	15787	CHECK	55 TICKETS	FRIGHTMARE FARMS		880.00	0.00	9,686.49
10/09/2014	967	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	300.00	9,986.49
10/10/2014	37	ADJUSTMENT	9/26/14 AMERICAN EXPRESS STMT			74.50	0.00	9,911.99
10/13/2014	987	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	200.00	10,111.99
10/13/2014	988	RECEIPT	FRIGHTMARE FARMS	KUHR, STEFANIE		0.00	160.00	10,271.99
10/15/2014	15798	CHECK	4 CASES CHICKEN FOR 10/16/14 BBQ DINNER	LOUIS RANDALL		123.37	0.00	10,148.62
10/20/2014	1042	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	10,248.62
10/21/2014	1062	RECEIPT	CHANGE DUE FROM RICHWOOD MEAT CHARGE	KUHR, STEFANIE		0.00	3.00	10,251.62

FFA WEBSITE DOMAIN

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
10/28/2014	1126	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	50.00	10,301.62
10/28/2014	1127	RECEIPT	FFA JACKET	KUHR, STEFANIE		0.00	72.00	10,373.62
11/04/2014	48	ADJUSTMENT	10/28/14.AMERICAN EXPRESS STMT-FFA CHARGES			1,262.00	0.00	9,111.62
11/05/2014	53	ADJUSTMENT	HOME COMING FLOAT AWARDS			0.00	50.00	9,161.62
11/05/2014	1452	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	9,261.62
11/06/2014	54	ADJUSTMENT	SENIOR SPORTS NIGHTS FLOWERS			0.00	402.00	9,663.62
11/07/2014	55	ADJUSTMENT	10/24/14 BAND SENIOR NIGHT FLOWERS			0.00	66.00	9,729.62
11/07/2014	58	ADJUSTMENT	10/21/14 GIRLS TENNIS SENIOR NIGHT FLOWERS			0.00	42.00	9,771.62
11/07/2014	1659	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	250.00	10,021.62
11/07/2014	1660	RECEIPT	DONATION FOR SERVING DINNER 9/6/14	KUHR, STEFANIE		0.00	350.00	10,371.62
11/07/2014	15842	CHECK	HOME COMING PO#16399/INV#755384 \$96.32 & INV#755411 \$62.42	MATRANGA FLORAL DIST.		158.74	0.00	10,212.88
11/07/2014	15843	CHECK	PO#16408-INV#755502 \$85.88 & INV#755527 \$77.25 SENIOR NIGHT SUPPLIES	MATRANGA FLORAL DIST.		163.13	0.00	10,049.75
11/07/2014	15844	CHECK	PO#16413 INV#76315 \$177.90 & INV#763843 \$152.18 SENIOR NIGHT SUPPLIES	MATRANGA FLORAL DIST.		330.08	0.00	9,719.67
11/14/2014	60	ADJUSTMENT	10/3/14 FALL HOME COMING FLOWERS			0.00	165.50	9,885.17
11/14/2014	61	ADJUSTMENT	10/24/14 CHEER SENIOR SPORTS NIGHT FLOWERS			0.00	72.00	9,957.17
11/14/2014	1792	RECEIPT	DRIVE THRU BBQ FUNDRAISER 10/16/14	KUHR, STEFANIE		0.00	1,755.00	11,712.17
11/19/2014	64	ADJUSTMENT	BAREFOOT-CK#15686-SALES TAX			121.20	0.00	11,590.97
11/19/2014	15868	CHECK	TRI FOLD FFA DISPLAY	MCGUIRE, KEVIN		65.47	0.00	11,525.50
11/20/2014	15877	CHECK	XMAS TREE/GREENHAND BANQUET SUPPLIES/STATE OFFICER GIFTS	SCHIBER, KAYLYN		273.61	0.00	11,251.89
12/03/2014	15888	CHECK	ACCT PYMT STMT DATE 11/27/14	AMERICAN EXPRESS		155.73	0.00	11,096.16
12/03/2014	1957	RECEIPT	T SHIRT SALE	KUHR, STEFANIE		0.00	10.00	11,106.16
12/05/2014	1986	RECEIPT	Ticket # 0001	Chance, Blaine Robert		0.00	25.00	11,131.16

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
12/05/2014	1991	RECEIPT	Test sale - Guest Anthony Onate	ONATE, MANDIE		0.00	40.00	11,171.16
12/05/2014	1992	RETURN RECEIPT	Test sale/return	ONATE, MANDIE		40.00	0.00	11,131.16
12/08/2014	2037	RECEIPT	Ticket # 0001 - Vanessa Guzman	Miranda, Adrian		0.00	40.00	11,171.16
12/09/2014	2055	RECEIPT	Ticket # 0002 - Blake Jantz	Silva, Lindsay		0.00	40.00	11,211.16
12/10/2014	2057	RECEIPT	Ticket # 0003 - Elizabeth Melgoza	Toledo Sanchez, Andrew J		0.00	40.00	11,251.16
12/10/2014	15912	CHECK	Invoice #MFE/ALA 10170: ALA/MFE REGISTRATION	CALIFORNIA FFA CENTER		1,300.00	0.00	9,951.16
12/10/2014	15913	CHECK	Invoice #1912012: TAPE & FLOAT SUPPLIES	LIVINGSTON TRUE VALUE HARDWARE		11.90	0.00	9,939.26
12/10/2014	2059	RECEIPT	Ticket # 0004 - Jesus Ochoa	Silva, Rueger Azevedo		0.00	40.00	9,979.26
12/10/2014	2061	RECEIPT	Ticket # 0005 - Liliana Prieto	Ramos, Mario R		0.00	40.00	10,019.26
12/11/2014	2068	RECEIPT		Nolan, Claire E		0.00	25.00	10,044.26
12/11/2014	2070	RECEIPT	Ticket # 0006 - Oraymar Heredia	Turman, Max W		0.00	40.00	10,084.26
12/11/2014	2071	RECEIPT	Ticket # 0007 - Monica Disney	Guerrero, Issac Cristian		0.00	40.00	10,124.26
12/11/2014	2072	RECEIPT	Ticket # 0008 - Ashleigh Huerta	Gutierrez, Giovanni		0.00	40.00	10,164.26
12/11/2014	2078	RECEIPT	DRIVE THRU FUNDRAISER	KUHR, STEFANIE		0.00	30.00	10,194.26
12/11/2014	2083	RECEIPT	Ticket # 0003	Ramirez, Melissa A		0.00	25.00	10,219.26
12/12/2014	2090	RECEIPT	Ticket # 0004	Sanchez, Joceline L		0.00	25.00	10,244.26
12/12/2014	2091	RECEIPT	Ticket # 0009 - Cristian Ceja	Dapra, Alessia		0.00	40.00	10,284.26
12/12/2014	2092	RECEIPT	Ticket # 0005	Randall, Austin Hale		0.00	25.00	10,309.26
12/12/2014	2093	RECEIPT	Ticket # 0006	Randall, Hayley Elizabeth		0.00	25.00	10,334.26
12/12/2014	2094	RECEIPT	Ticket # 0007	Randall, Hunter Nolan		0.00	25.00	10,359.26
12/12/2014	2095	RECEIPT	#0010 DANIELLE BRUENSKI	Vieira, Vitor S		0.00	40.00	10,399.26
12/12/2014	2096	RECEIPT	#0011 MELISSA GARCIA VEGA	Avila, Edward J		0.00	40.00	10,439.26
12/12/2014	2097	RECEIPT	Ticket # 0008	Friesen, Hannah Lorena		0.00	25.00	10,464.26
12/12/2014	2098	RECEIPT	Ticket # 0012 - Mariah Rivera	Pacheco, Jose D		0.00	40.00	10,504.26
12/12/2014	2099	RECEIPT	Ticket # 0013 - Yuriria Cuellar	Reyes, Liliana Stephanie		0.00	40.00	10,544.26
12/12/2014	2100	RECEIPT	Ticket #0014 - Vanessa Cruz	Reyna, Yesenia Alejandra		0.00	40.00	10,584.26
12/12/2014	2102	RECEIPT	#0009	Camacho, Julissa		0.00	25.00	10,609.26
12/12/2014	2103	RECEIPT	Ticket # 0015 - Beatriz Solorio	Reyes, Georgina Erandi		0.00	40.00	10,649.26
12/12/2014	2104	RECEIPT	Ticket # 0010	Hernandez Zavala, Vanessa I		0.00	25.00	10,674.26
12/16/2014	2123	RECEIPT	WINTER FORMAL OPPORTUNITY DRAWING TKT'S	KUHR, STEFANIE		0.00	1,286.00	11,960.26
12/16/2014	2124	RECEIPT	EGG SALES	KUHR, STEFANIE		0.00	78.00	12,038.26
12/16/2014	15916	CHECK	Invoice #6115938: PO #16443: WINTER FORMAL DECORATIONS	ANDERSON'S		63.12	0.00	11,975.14

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
12/17/2014	15925	CHECK	Invoice #6109441: PO #16431: CROWN/SASHES FOR WINTER FORMAL	ANDERSON'S		206.92	0.00	11,768.22
12/17/2014	15926	CHECK	Invoice #9926: WINTER FORMAL DECORATIONS	STEFANIE KUHR		21.29	0.00	11,746.93
12/17/2014	15927	CHECK	Invoice #613: WINTER FORMAL & MEETING SUPPLIES	KAYLYN SCHIBER		151.91	0.00	11,595.02
01/07/2015	2169	RECEIPT	DONATION FOR HELP@ SWEET POTATO FESTIVAL	KUHR, STEFANIE		0.00	1,712.00	13,307.02
01/13/2015	2214	RECEIPT	FLORAL SALES- RANDALL	RANDALL, LOUIS		0.00	160.00	13,467.02
01/13/2015	2215	RECEIPT	FLORAL SALES - RANDALL	RANDALL, LOUIS		0.00	150.00	13,617.02
01/13/2015	2216	RECEIPT	FLORAL SALES - RANDALL	RANDALL, LOUIS		0.00	428.00	14,045.02
01/13/2015	2217	RECEIPT	FLORAL SALES - RANDALL	RANDALL, LOUIS		0.00	355.00	14,400.02
01/13/2015	15937	CHECK	Invoice #121814: 4 DOZ DONUTS-CHRISTMAS DRIVE 12/18/14	KAYLYN SCHIBER		33.00	0.00	14,367.02
01/13/2015	15938	CHECK	Invoice #764252: PO #16450: SUPPLIES FOR FLORAL PROJECTS	MATRANGA FLORAL DIST.		176.50	0.00	14,190.52
01/13/2015	15950	CHECK	Invoice #17109: JUDGING TEAM REGISTRATION FOR ARBUCKLE FIELD DAY	PIERCE HIGH SCHOOL		280.00	0.00	13,910.52
01/21/2015	15965	CHECK	Invoice #031415: FFA FIELD DAY REGISTRATION	FFA FIELD DAY		60.00	0.00	13,850.52
01/27/2015	15978	CHECK	Invoice #02042015: PROJECT COMPETITION BANQUET 2/4/15	MERCED COLLEGE FOUNDATION/PROJECT COMPETITION		320.00	0.00	13,530.52
01/28/2015	15985	CHECK	DJ WINTER FORMAL 12/13/14	SANDOVAL, JUAN		400.00	0.00	13,130.52
01/29/2015	15986	CHECK	Invoice #12/31/2014: ACCT# 28017677 10/1 - 12/31/2014 SALES & USE TAX	STATE BOARD OF EQUALIZATION		20.25	0.00	13,110.27
02/04/2015	15990	CHECK	Invoice #02282015: 2/28/15 CENTRAL REGION SPRING MEETING REGISTRATION	CENTRAL REGION CATA		136.00	0.00	12,974.27
02/04/2015	15994	CHECK	Invoice #032115: REGISTRATION FOR FFA FLORAL CONTEST 3/21/15	LATHROP HIGH SCHOOL		100.00	0.00	12,874.27
02/04/2015	15995	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		72.10	0.00	12,802.17
02/04/2015	15995	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		18.30	0.00	12,783.87
02/04/2015	15995	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		110.85	0.00	12,673.02
02/04/2015	15996	CHECK	Invoice #0000005: 2 YARDS OF SOIL	MERCED COLLEGE FOUNDATION		160.00	0.00	12,513.02
02/04/2015	2407	RECEIPT	STATE CONFERENCE DEPOSIT	KUHR, STEFANIE		0.00	55.00	12,568.02

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
02/04/2015	2408	RECEIPT	PROJECT COMPETITION BANQUET TICKETS	KUHR, STEFANIE		0.00	710.00	13,278.02
02/04/2015	2409	RECEIPT	OCT 2014 DRIVE THRU BB FUNDRAISER	KUHR, STEFANIE		0.00	150.00	13,428.02
02/05/2015	2412	RECEIPT	FLOWER SALES	RANDALL, LOUIS		0.00	20.00	13,448.02
02/05/2015	2413	RECEIPT	MFE/ALA PAYMENTS	KUHR, STEFANIE		0.00	250.00	13,698.02
02/05/2015	2414	RECEIPT	MFE CONFERENCE	KUHR, STEFANIE		0.00	50.00	13,748.02
02/05/2015	2415	RECEIPT	STATE CONFERENCE DEPOSITS	KUHR, STEFANIE		0.00	150.00	13,898.02
02/06/2015	2429	RECEIPT	STATE CONFERENCE DEPOSIT	KUHR, STEFANIE		0.00	50.00	13,948.02
02/09/2015	2447	RECEIPT	STATE CONFERENCE DEPOSITS	KUHR, STEFANIE		0.00	100.00	14,048.02
02/10/2015	2461	RECEIPT	STATE CONFERENCE- LINDSAY & RUEGER SILVA	KUHR, STEFANIE		0.00	500.00	14,548.02
02/11/2015	16007	CHECK	Invoice #17417: MERCED FIELD DAY REGISTRATION	MERCED COLLEGE FOUNDATION		120.00	0.00	14,428.02
02/11/2015	16017	CHECK	Invoice #02/28/15: REGIONAL MEETING MEMBER REGISTRATION	CENTRAL REGION CATA		108.00	0.00	14,320.02
02/11/2015	16018	CHECK	Invoice #17493: 3/28/15 FIELD DAY REGISTRATION FEES	MJC AGRICULTURE		247.00	0.00	14,073.02
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		152.02	0.00	13,921.00
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		71.03	0.00	13,849.97
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		72.32	0.00	13,777.65
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		57.25	0.00	13,720.40
02/19/2015	16034	CHECK	Invoice #268096: FLORAL PORTFOLIO SUPPLIES	LOUIS RANDALL		154.84	0.00	13,565.56
02/19/2015	2526	RECEIPT	MFE PAYMENT	KUHR, STEFANIE		0.00	50.00	13,615.56
02/19/2015	2527	RECEIPT	STATE CONFERENCE PAYMENTS	KUHR, STEFANIE		0.00	400.00	14,015.56
02/20/2015	2559	RECEIPT	DRIVE THRU BBQ FUNDRAISER	KUHR, STEFANIE		0.00	2,745.00	16,760.56
02/23/2015	2593	RECEIPT	FLOWER SALES	RANDALL, LOUIS		0.00	362.00	17,122.56
02/23/2015	2601	RECEIPT	MFE/ALA PAYMENT	KUHR, STEFANIE		0.00	50.00	17,172.56
02/23/2015	2602	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	17,272.56
02/24/2015	16046	CHECK	Invoice #17727: FIELD DAY REGISTRATION	REEDLEY COLLEGE- AGNR DEPT		115.00	0.00	17,157.56
02/24/2015	16047	CHECK	Invoice #4/18-21/15: STATE FFA CONFERENCE REGISTRATION	CALIFORNIA FFA CENTER		2,710.00	0.00	14,447.56
02/25/2015	100	ADJUSTMENT	1/28/15 WRESTLING SENIOR NIGHT FLOWERS			0.00	48.00	14,495.56

From July 1, 2014 to May 7, 2015

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
02/25/2015	101	ADJUSTMENT	2/6/15 WINTER HOMECOMING FLOWERS			0.00	193.00	14,688.56
02/26/2015	2660	RECEIPT	STATE CONFERENCE PAYMENT	KUHR, STEFANIE		0.00	250.00	14,938.56
03/02/2015	2695	RECEIPT	EGG SALES	KUHR, STEFANIE		0.00	48.00	14,986.56
03/02/2015	2696	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	250.00	15,236.56
03/02/2015	2697	RECEIPT	BASKETBALL DINNER 2/25/15 -EL CAPITAN	KUHR, STEFANIE		0.00	54.00	15,290.56
03/02/2015	2702	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	50.00	15,340.56
03/02/2015	2703	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	120.00	15,460.56
03/02/2015	2704	RECEIPT	KISS THE PIG	KUHR, STEFANIE		0.00	196.78	15,657.34
03/03/2015	2723	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	250.00	15,907.34
03/03/2015	16049	CHECK	Invoice #30115: FFA BASKETBALL TRMT PLAQUE	ATWATER FFA		23.00	0.00	15,884.34
03/03/2015	16067	CHECK	Invoice #2015-022: AWARD DONATION FOR 2015 COUNTY FAIR	MERCED COUNTY FAIR		30.00	0.00	15,854.34
03/04/2015	16056	CHECK	VALENTINE'S FLOWERS & SUPPLIES	MATRANGA FLORAL DIST.		84.05	0.00	15,770.29
03/04/2015	16056	CHECK	VALENTINE'S FLOWERS & SUPPLIES	MATRANGA FLORAL DIST.		435.05	0.00	15,335.24
03/05/2015	16070	CHECK	Invoice #931459: WATER & PIZZA FOR 3/3/15	LOUIS RANDALL		294.04	0.00	15,041.20
03/05/2015	16079	CHECK	Invoice #03072015: FIELD DAY REGISTRATION	WEST HILLS		180.00	0.00	14,861.20
03/05/2015	16080	CHECK	Invoice #17999: FRESNO STATE FIELD DAY REGISTRATION	FRESNO STATE FFA FIELD DAY COMMITTEE		252.00	0.00	14,609.20
03/05/2015	16081	CHECK	CHARGES THRU 2/25/15	AMERICAN EXPRESS		1,270.94	0.00	13,338.26
03/05/2015	16081	CHECK	CHARGES THRU 2/25/15	AMERICAN EXPRESS		180.54	0.00	13,157.72
03/06/2015	2809	RECEIPT	FFA MEMBERS SERVED DINNER ON 3/3/15	KUHR, STEFANIE		0.00	2,750.00	15,907.72
03/06/2015	2810	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	250.00	16,157.72
03/10/2015	16087	CHECK	Invoice #140651: SMALL UNIT REPLACEMENT CHICKS	STEFANIE KUHR		148.15	0.00	16,009.57
03/10/2015	16090	CHECK	Invoice #SCRAPBOOK: CHAPTER SCRAPBOOK SUPPLIES	STEFANIE KUHR		129.46	0.00	15,880.11
03/10/2015	16090	CHECK	Invoice #SCRAPBOOK: CHAPTER SCRAPBOOK SUPPLIES	STEFANIE KUHR		25.88	0.00	15,854.23
03/11/2015	16103	CHECK	REIMBURSEMENTS	KAYLYN SCHIBER		158.21	0.00	15,696.02
03/12/2015	16107	CHECK	Invoice #031215: TICKET 3/12/15 SCHOLARSHIP DINNER	STEFANIE KUHR		45.00	0.00	15,651.02
03/19/2015	3062	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	40.00	15,691.02
03/19/2015	3063	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	15,791.02

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
03/23/2015	3159	RECEIPT	DONATION FOAR SERVING 3/19/15 DINNER	KUHR, STEFANIE		0.00	500.00	16,291.02
03/26/2015	3186	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	16,391.02
04/01/2015	3220	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	75.00	16,466.02
04/01/2015	3221	RECEIPT	EGG SALES	KUHR, STEFANIE		0.00	30.00	16,496.02
04/01/2015	16132	CHECK	Invoice #1921: ANIMAL SCALE TESTED FOR AG PROGRAM	MERCED COUNTY DIVISION OF WEIGHTS & MEASURES		93.00	0.00	16,403.02
04/01/2015	16133	CHECK	Invoice #30115: 20 DINNER TKITS @3.00 2015 FFA BASKETBALL TRMT	EL CAPITAN FFA		60.00	0.00	16,343.02
04/01/2015	16138	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		48.20	0.00	16,294.82
04/01/2015	16138	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		79.75	0.00	16,215.07
04/01/2015	16138	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		107.40	0.00	16,107.67
04/13/2015	3246	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	55.00	16,162.67
04/13/2015	3248	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	300.00	16,462.67
04/13/2015	3250	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	185.00	16,647.67
04/13/2015	3251	RECEIPT	STATE CONFERENCE \$20/ALA \$50 GERARDO AGUILAR	KUHR, STEFANIE		0.00	70.00	16,717.67
04/14/2015	16145	CHECK	Invoice #CA0135: STUDENT LEADERSHIP PACKET	CALIFORNIA ASSOCIATION FFA		8.50	0.00	16,709.17
04/14/2015	16144	CHECK	Invoice #4/18/15: HOTEL FOR STATE CONFERENCE	BEST WESTERN PLUS VILLAGE INN		2,111.97	0.00	14,597.20
04/14/2015	3264	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	140.00	14,737.20
04/15/2015	16146	CHECK	Invoice #18470: 5/2/15 STATE FINALS REGISTRATION	CALIFORNIA ASSOCIATION FFA		195.00	0.00	14,542.20
04/15/2015	16147	CHECK	Invoice #29835/30068/30069: PO #16509: PLUGS & PLANTS FOR FLORAL	FIRST STEP GREENHOUSE		507.45	0.00	14,034.75
04/15/2015	16150	CHECK	Invoice #84903030: HOTEL ROOMS FOR STATE FINALS	HAMPTON INN & SUITES		757.12	0.00	13,277.63
04/15/2015	16154	CHECK	Invoice #MDS-16390: PO #16320: JACKETS/TIES/SCARFS	NATIONAL FFA ORGANIZATION		1,423.50	0.00	11,854.13
04/21/2015	3311	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	40.00	11,894.13
04/21/2015	3312	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	11,994.13
04/22/2015	16170	CHECK	Invoice #95054: 5/29/15 GREAT AMERICA INCENTIVE TRIP	CALIFORNIA'S GREAT AMERICA		698.00	0.00	11,296.13
04/22/2015	16177	CHECK	Invoice #6462: SCANTRONS FOR SECTIONAL CO-OP QUIZ	STEFANIE KUHR		20.12	0.00	11,276.01
04/22/2015	3331	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	60.00	11,336.01
04/22/2015	3334	RECEIPT	STATE CONFERENCE- HEATHER FRIESEN	KUHR, STEFANIE		0.00	250.00	11,586.01

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
04/22/2015	3335	RECEIPT	FLOWERS/ROSES	RANDALL, LOUIS		0.00	100.00	11,686.01
04/29/2015	3510	RECEIPT	FLOWERS \$90.00/PLANTS \$12.00	RANDALL, LOUIS		0.00	102.00	11,788.01
04/29/2015	3512	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	60.00	11,848.01
04/29/2015	3513	RECEIPT	FFA JACKET & TIE	KUHR, STEFANIE		0.00	72.50	11,920.51
05/01/2015	16190	CHECK	supplies	KAYLYN SCHIBER		69.07	0.00	11,851.44
05/01/2015	16190	CHECK	supplies	KAYLYN SCHIBER		31.12	0.00	11,820.32
05/01/2015	16191	CHECK	Invoice #587244: SNACKS FOR 4/23/15 CATA MEETING	STEFANIE KUHR		112.67	0.00	11,707.65
05/04/2015	3566	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	40.00	11,747.65
05/04/2015	3569	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	60.00	11,807.65
05/05/2015	3577	RECEIPT	2/14/15 CRAB FEED FOR CALIFORNIA HOUNDSDMEN OF MODESTO-DONATION FOR SERVING	KUHR, STEFANIE		0.00	1,006.00	12,813.65
05/05/2015	3583	RECEIPT	FAIR T SHIRTS	KUHR, STEFANIE		0.00	28.00	12,841.65
						\$ 25,676.48	\$ 30,003.79	\$ 12,841.65
Encumbrances for FFA								
01/26/2015	16489	Open PO	MATRANGA FLORAL DIST. - FLOWERS FOR FLORICULTURE LAB			14.15	0.00	12,827.50
02/10/2015	16506	Open PO	MATRANGA FLORAL DIST. - VALENTINE'S DAY FLOWERS & SUPPLIES			30.90	0.00	12,796.60
03/11/2015	16536	Open PO	NATIONAL FFA ORGANIZATION - BANQUET AWARDS			600.00	0.00	12,196.60
03/18/2015	16545	Open PO	MATRANGA FLORAL DIST. - FLOWERS FOR YOUNG WOMENS CONFERENCE			1.80	0.00	12,194.80
03/25/2015	16552	Open PO	MATRANGA FLORAL DIST. - SUPPLIES FOR 4/17/15 FREISEN PROJECT			125.00	0.00	12,069.80
04/14/2015	16558	Open PO	MATRANGA FLORAL DIST. - FLOWERS & SUPPLIES FOR SOCCER&TRACK SENIOR NIGHTS			150.00	0.00	11,919.80
04/28/2015	16570	Open PO	MATRANGA FLORAL DIST. - PROM & STUDENT PROJECTS FLOWERS & SUPPLIES			200.00	0.00	11,719.80
04/29/2015	16573	Open PO	NATIONAL FFA ORGANIZATION - GRADUATION SASHES			231.00	0.00	11,488.80
			Encumbered Total			\$ 1,352.85	\$ 0.00	\$ 11,488.80
			Total			\$ 27,029.33	\$ 30,003.79	\$ 11,488.80

17.

Dual Enrollment

The Merced Union High School District currently has once course articulated with Merced Community College that is taught at Livingston High School. The course that Livingston High School offers is Agriculture Leadership and attached is the agreement and the requirements for meeting the requirements and obtaining the college credits.

Merced College

2+2 ARTICULATION AGREEMENT

Date of Initial Approval: October 30, 2012

Recertification Date: December 10, 2014

Merced
College
Course

AGBS 30: Agriculture Leadership
Merced College
3600 M Street
Merced, CA 95348

Secondary Ag Leadership and
Course: Technology

School: Merced Union High School District
Address: 3430 A St, Atwater, CA 95301

A. COLLEGE COURSE DESCRIPTION

This course presents leadership theory as well as self-management, communication, and interpersonal skills necessary in developing managerial abilities and leadership qualities, while facilitating teamwork within the agricultural industry. Included are group dynamics and human interactions associated with private, governmental, and non-profit agricultural enterprises. Practical experience will be gained through participation in a number of parliamentary, facilitative, and administrative activities with varying degrees of diversity between semesters.

B. COLLEGE UNITS: 2 units

SECONDARY HOURS/CREDITS: 180 hours – 10 CREDITS

C. PREREQUISITES: None

D. REQUIRED CONTENT FOR ARTICULATION

1. Developing Personal Leadership Qualities

a) Leadership

- i. Traits of Effective leaders
- ii. Styles of leadership
- iii. Common misconceptions about leaders
- iv. Role models

b) The Self-Concept

- i. Developing standards of personal dress
- ii. Developing a sense of vision
- iii. Developing self-discipline and goals
- iv. Taking risks
- v. Time management

c) Social Behavior

- i. Cultural differences
- ii. Socioeconomic differences
- iii. Etiquette
- iv. Ethics

d) Career Preparation

- i. Survey of Careers
- ii. Cover letter
- iii. Resume
- iv. Interviewing skills
- v. Networking

e) Becoming a Better Student

- i. Goal Setting
- ii. Study Skills
- iii. Test taking tips
- iv. Educational study plan

D. REQUIRED CONTENT FOR ARTICULATION - continued

2. Growing Interpersonal Relationships
 - a) Communication
 - i. Effective one-on-one communication
 - ii. Group discussion
 - iii. Non-verbal communication
 - b) Developing People Skills
 - i. Introductions and quality conversations
 - ii. Personal assessments
 - iii. Conflict resolution
 - iv. Listening skills
 - v. Service to others
3. Nurturing Group Leadership
 - a) Parliamentary Procedure
 - i. Requirements for effective meetings
 - ii. Qualities of a good chairperson
 - iii. Types of motions and their functions
 - iv. The Brown Act
 - b) Public Speaking
 - i. Characteristics of a good public speaker
 - ii. Presenting and preparing a speech
 - a. Prepared
 - b. Extemporaneous
 - c. Group Discussion
4. Leadership Development Activities
 - a) Blue Devil Aggie Activities
 - b) Sectional, Regional, and State FFA events
 - c) Agriculture Division events
 - d) Farm Bureau events
 - e) Agriculture and Natural Resources Organization of Student Leaders activities

E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION: The student will be able to verbally or in writing:

1. Examine the qualities of effective leaders and different leadership styles
2. Analyze the characteristics of a good public speaker and deliver an effective oral presentation
3. Examine the effective use of parliamentary procedure and how to properly run a meeting.
4. Prioritize activities
5. Understand the importance of vision, having a positive attitude, and goal accomplishment
6. Participate in recruitment and promotional activities within the agriculture division
7. Analyze the relationship between thinking, success, and happiness
8. Evaluate and demonstrate good listening skills and effective verbal and nonverbal communication
9. Plan, organize, and implement various leadership events

F. METHODS FOR END-OF-COURSE ASSESSMENT:

1. The Credit by Exam will be facilitated and proctored by high school teachers.
2. The Credit by Exam will be given at: High School agriculture business classrooms
3. The Credit by Exam will include: (mark those that apply) and describe related details.

Portfolio: XXX

Description: See attached Credit by Exam
Scoring Guide for AGBS 30:
Agricultural Leadership

The high school teacher will have students complete all required assignments and complete the grading record form (Complete Student Score and Teacher Initials).

The high school teacher will provide the following assignments as a sample of the portfolio contents:

- 1) Section III – Leadership Development Activity – Summary paper as described
- 2) Section IV – Leadership Activity/and or Community Participation Involvement Activity forms as described
- 3) Section V – Networking Document as described

The final grade for the college course will be determined by: All assignments on the Credit by Exam Scoring Guide for AGBS 30. High School Teacher submits all required assignments above and the Credit by Exam Scoring Guide with all information completed, including grade.

G. PRECEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

1. Students who are in progress of completing the high school course with a B or better are eligible to take the Credit by Exam.
2. The final college grade will be the grade the student obtains on the Credit by Exam
3. Student fees for Credit by Exam is: \$50.00
4. Student paperwork and process must be followed in accordance with *Merced College Instructions for Petition for Credit by Exam for 2+2 Articulation*
5. Upon completion of the Credit by Exam, official credit and grade is awarded when the college instructor finalizes the enrollment and paperwork process through Admissions and Records.

H. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):

No requirements

Agreement was based on Statewide Career Pathways Project Template: No

**THIS AGREEMENT WILL BE REVIEWED ANNUALLY AND WILL REMAIN IN EFFECT UNTIL
CANCELLED BY EITHER PARTY GIVING 30 DAYS' WRITTEN**

HIGH SCHOOL/ROP/DISTRICT APPROVALS

MERCED COLLEGE APPROVALS

See Below

12-10-14

Instructor Signature

Date

Instructor Signature

Date

12-10-14

Kim Donaher

High School Administrator (Dina Faretta)

Date

Instructor's Name (printed)

Date

District Asst. Superintendent/Ed Services
(Tammie Calzadillas)

Date

Dean of Instruction's Signature

Articulation Officer's Signature

Date

SECONDARY INSTRUCTOR PARTICIPATION

Instructor Signature/Date

Instructor Name(print)

High School Location:

12/11/14

Valerie Von Allman

Buhach Colony High School

12/11/14

Natalie Borba

Atwater High School

12/10/14

Steve Mua

Merced High School

12/10/14

Vicki Davis

Golden Valley High School

12/10/14

Kaylyn Schiber

Livingston High School

12/10/14

Celia Casso

El Capitan High School

Agreement Tracking #

(Office use only)

AG Leadership & Technology

Merced College with Livingston High School

Livingston High Course

Ag Leadership & Technology

=

Merced College Course

AGBS 30: Agriculture Leadership

***2 Units of College Credit**

*By taking advantage of the Credit by
Exam
opportunity, you can save \$260.*

Associated Fees	Merced College	CSU Average	ACE Course
Book	\$120	\$150	\$0
Tuition	\$138 (\$46/unit)	\$1731 (0-6 units)	\$0
Transcripts	\$5	\$4	\$0
Parking Permit	\$20	\$67	\$0
Student Body	\$10	\$46	\$0
Health Fee	\$17	\$133	\$0
ACE	\$0	\$0	\$50
Total:	\$310	\$2131	\$50

Merced College Teacher
Kim Donaher

Livingston High Teacher
Kaylyn Schiber

MUHSD

Merced Union High School District

Castle Commerce Center, 3430 A Street, Atwater, California 95301
Mailing: PO Box 2147, Merced, California 95344
www.muhsd.k12.ca.us 209-385-6400 (Fax 209-385-6442)

Superintendent
V. Scott Scambray, Ed.D.

Assistant Superintendents
Tammie Calzadillas, Ed.D.
Leonard C. Kahn
Stacy McAfee

Board of Trustees
Dora Crane
Dave Honey
Ida M. Johnson
William Snyder
Sam Spangler

2014-2015 School Year

Congratulations, your student is enrolled in an articulated course. An articulated course gives the student an opportunity to earn college units. What this means is the course work your student is doing in their high school class is the same as what they would be doing in the comparable Merced College course.

He/she will receive units through Merced College by taking an articulated credit exam (ACE), which is an end of course assessment, this is completed in May. The cost to take advantage of this opportunity is \$50.00 and can be paid to your student's High School's bookkeeper's office. Please have your student keep the receipt and show it as verification to participate. Taking the course at Merced College would cost approximately \$310 and even more at a university (see table below)

If you have any further questions, please feel free to contact our Career Technical Coordinator, Dina Faretta at 209-385-8998 or dfaretta@muhsd.org or Michele Fagundes, Merced College in Collaboration with MCOE – CTE Articulation: mfagund@mcoe.org. You can also find information on our website, www.muhsd.org – CTE Department.

Thank you.

Associated Fees	Merced College	CSU/UC Average	ACE Course
Book	\$120	\$150	\$0
Tuition	\$138 (\$46/unit)	\$1731 (0-6 units)	\$0
Transcripts	\$5	\$4	\$0
Parking Permit	\$20	\$67	\$0
Student Body	\$10	\$46	\$0
Health Fee	\$17	\$133	\$0
ACE	\$0	\$0	\$50
Total:	\$310	\$2131	\$50

2+2 COLLEGE CREDIT BY EXAM

AG COMMUNICATIONS IS ELIGIBLE FOR MERCED COLLEGE CREDIT 2+2 COLLEGE CREDIT BY EXAM

WHAT IS 2+2 COLLEGE CREDIT BY EXAM?

You can earn college credit for this ROP class while you are taking it now. 2+2 is the term used for approved classes that provide both high school credit and college credit at Merced College.

WHAT ARE THE ADVANTAGES TO 2+2 COLLEGE CREDIT BY EXAM?

- If you receive credit for this class as a 2+2 you will not have to take it in college. This means you will have a head start on your college units.
- You are learning from your ROP instructor who knows how to coach you to pass the college credit by exam.
- When you pass the exam you immediately receive the college credit, and generate a transcript from Merced College that you can take to any postsecondary institution you attend. You do not even have to attend Merced College to take this credit with you.
- You are assisted with the testing process by your ROP teacher and not inconvenienced by having to go to the college to complete all the forms and sign up for the test on your own.
- You save the hours of "seat time" it would require to actually take the class.
- This class is transferrable.

WHO CAN OBTAIN THE 2+2 COLLEGE CREDIT?

Any student enrolled in this class who completes the course with the required grade and passes the 2+2 College Credit by Exam.

WHICH COLLEGE COURSE ARE YOU ABLE TO RECEIVE CREDIT?

This course articulates to the following Merced College Course:

Course Name and Number	Units
AGBS 30 – Ag Leadership	2

HOW DO I OBTAIN THIS 2+2 COLLEGE CREDIT?

- In the progress of completing your ROP course with the required grade of a "B" or better.
- With your ROP Instructor's assistance, complete the requirements for the AGBS 30 portfolio.
- Complete the Merced College paperwork as provided by your ROP Instructor.
- Complete your payment of \$50.00
- Upon completion of the exam, request a transcript, which will record your college credit.

It's as easy as that! 2+2 – it all adds up!

Credit by Exam Scoring Guide AGBS 30: Agricultural Leadership–2 units

Student Name _____

High School _____ Date Submitted _____

	Pts Possible	Student Score	Teacher Initials
I. Speaking Requirements: Must be related to a current issue facing agriculture. Address the topic issues/problem, pros and cons, and solutions to the topic. Must provide a documented list of resources written in MLA style. Time: _____ (must be 6-8 minutes) Topic: _____ Date completed: _____ Circle one of the following below student completed: Prepared Speech (6-8 min) or Extemp. Speech (4-6 min), or Discussion Meet or Ag Issues (30 min)	20		
II. Parliamentary Procedure Demonstrate knowledge of the following: 1. Demonstrate knowledge of Order of Business and Decorum 2. Demonstrate the 8 steps of making and handling a main motion 3. Debate a point of view 4. Demonstrate a minimum of 2 other subsidiary/privileged/incidental motions used in "Roberts Rules of order". Additional Motions Demonstrated: _____ Date Completed: _____	20		
III. Leadership Development Activity A related project that addresses the following topics & is assessed with a minimum two-page summary: • What is a leader? • Traits of an effective leader • Common Misconceptions of a leader • Styles of Leadership (minimum of 4 styles) • Self-evaluate and identify yourself with a leadership style to include a list your strengths/weakness. Date Completed: _____ (Summary paper required to be given to college instructor)	20		
IV. Leadership Activity and/or Community Participation Involvement • Must have a minimum of 20 hours while serving as an FFA member • Examples: Serve as a Committee Chairman/Co-Chairman, Committee member, Recruitment, Hosting contests or conferences, Presenting at a leadership conference • Must submit to instructor a "How to Activity Report Timeline/Guideline" form (Activity forms confirming 20 hours must be given to college instructor)	20		
V. Networking Developing partnerships within the community promoting public relations for your FFA Chapter/Ag Program by one of the following activities. • Attending a Professional Ag. Leadership Meeting (Farm Bureau, CWA, etc). • Meet and greet a local politician regarding an Agriculture Issue(s) and interview. • Document an Agriculture Related Networking relationship/communication: written, oral, internet. Required to provide the following information in a written, typed document (Completed Document must be given to college instructor) 1. Date of the event. 2. Who you networked with: (name of contact, address, phone, email). 3. What were the mutual benefits of this contact. 4. Summarize interaction to include, if applicable, a meeting agenda or a signed authorized documented letter of our connection with this organization or person.	20		
* Must complete all 5 categories and turn in the required documentation noted in areas III, IV, and V and score a minimum of 80 out of 100 points to receive credit by exam		Total Points	Final Grade
Grading Scale: A= 90-100 and B= 80-89 Points	Total Points Allocated	100	

High School Instructor Name (Print) _____

High School Instructor Signature _____

Merced College Teacher Name (Print) _____ Instructor Signature _____

18.

Graduate Follow-up System

The graduate follow-up system is an area for improvement for Livingston FFA. We do not have the most accurate records when it comes to student's previously in the program due to the constant turnover of advisors and the difficulty that comes with contacting and locating the majority of our students. The completion of this project has shown me the obvious need for restructure in this area. I will used the attached template to create a survey that can be sent out to the most recent graduates to figure out what they are doing after high school.

**Livingston High School
Ag Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school
_____ Full-time
_____ Part-time

_____ Working
_____ Full-time
_____ Part-time

_____ In the military

_____ Not working

_____ Homemaker

_____ Looking for work
_____ Not looking for work

_____ Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

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

5. What type of school are you currently attending?

_____ High school
_____ 4-year college
_____ Adult education

_____ Trade/technical school
_____ Private business school
_____ Other _____

6. What is your major course of study?

7. How would you rate the training received in the LHS vo-ag program?

_____ Excellent _____ Good _____ Fair _____ Poor

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

_____ Excellent _____ Good _____ Fair _____ Poor

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

_____ Officer and committee chairman experience
_____ Judging contests
_____ Advanced degree and proficiency awards
_____ Participation in chapter activities, working with others
_____ Livestock raising, shows, fairs, etc.
_____ Other –please describe _____

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

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

3. Please rate the facilities and equipment used at LHS for the vo-ag program:

Facilities: _____ Overcrowded _____ Adequate space provided
 _____ Modern _____ Out-of-date

Equipment: _____ Modern _____ Out-of-date
 _____ Well-maintained _____ Poorly maintained
 _____ Adequate amount of equipment for all students in class

_____ Other-please describe _____

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

19.

Active Placement Sites

We currently do not have a class where a list of placement sites is needed. However, we are working with our current Agriculture Advisory Committee on creating a list of placement sites and will update this section upon completion of the list.

The attached list is of students who have paid placement currently in our program.

School Site: Livingston High School

ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

[illegible]

20.

Recruitment Activities and Materials

Livingston High School participates in many different avenues of recruitment activities with the local middle school. In the years prior, before enrollment our chapter officers would go to the local middle school and host small workshops such as making a boutonniere or rabbit showmanship to demonstrate the different opportunities available to the students once they become a member of the FFA. We also invite 8th graders from the middle school to attend an FFA meeting and the mandatory fair exhibitor meeting so that they may take full advantage of being a member within our chapter. When the counselors go to the middle school for enrollment, we sent with them the chapter brochure that highlights the different electives possible through the FFA. All incoming freshmen are placed into agriculture biology which actually provides us with a full year to "hook" them into the FFA program. The Livingston High School Agriculture Department has a program recruitment brochure that highlights our program and the courses we offer. Our school website has a pathway planning page that shows the students the courses they should enroll each school year based on their area of interest.

Our largest program promotion activity is our participation in the City of Livingston's annual Sweet Potato Festival. This three day festival attracts a large amount of participants from all around the central valley. Our students run the "Kid Zone" which features carnival style games and activities focused on the promotion of the number one grown commodity in our area, sweet potatoes. For many of our students this is one of the most memorable activities to participate in.

This year, we brought back the use of newsletters. The newsletters are created every other month and are sent out to district staff. The newsletter is also posted on the chapter website for anyone to view. The easiest piece of department propaganda to pass out to students is our departmental brochure which was redesigned by agriculture leadership students this year. Our banquets are held in our school cafeteria and we have been reaching the capacity of that facility. This spring, we will be moving our end of the year awards banquet to the gymnasium to assimilate with the other programs on campus. During FFA week we have daily activities at lunch for all campus to participate in. During this week, we attend a District FFA Basketball tournament in which students from the 7 high schools in the district can participate in. We also invite 8th graders from the local feeder middle school to attend our chapter meeting which incorporates a fun activity to get them excited about being in agriculture and increase the number of showmen for the summer fair.

Courses Offered At Livingston High School

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.

Horticulture- Horticulture is a science that studies plants, gardening and natural growth. This course helps students develop skills in controlling plant growth and development. Topics of study may include plant production, pruning, regulations of plant growth and storage processes.

Animal Anatomy- This course is designed to give students advanced knowledge of large farm animals. The production animals that will be covered will include dairy, beef, swine, poultry, sheep, and goats. This course will provide an understanding of breeds, animal health, nutrition, anatomy and physiology, training, and judging of each animal.

Floral- Design and create floral arrangements, construct corsages and boutonnières using procedures and tools of the floral industry. Gain knowledge and skills in the care and handling of fresh flowers, and identify a variety of flowers and foliage. The Principles and Elements of art including color, line, form and balance will be studied.

Ag Leadership- Student will find opportunities to further develop their organizational skills by interacting not only with other class members, but with other organizations.

groups, and activities. Students are in charge of organizational and school activities, and are responsible for successfully organizing, conducting, and evaluating the activities.

Ag Biology- Over two semesters students will explore many topics related to life and living

things. During the first semester the focus will be on characteristics of life, inquiry, biochemistry, cells, and how they maintain homeostasis and acquire and use energy. Second semester will focus on cell reproduction, DNA, heredity, genetics, and evolution and ecology

Ag

Earth- Earth Science course is designed to give a better understanding of our planet and universe. It gives an introduction to several areas that may be of interest as career choices. Topics studied during the first semester are geology, cartography, mineralogy, plate tectonics, earthquakes and volcanoes. Second semester topics are astronomy, oceanography, and meteorology.

Ag Shops- Courses Include Ag Wood shop, Ag Mechanics, and Ag Welding

Supervised Agriculture Experience

Entrepreneurship

Own and operate an agricultural business

Placement

Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

Research and Experimentation

Plan and conduct a scientific experiment.

Exploratory

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

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

- FFA Motto

What is FFA?

What is FFA?

FFA is a dynamic student-led leadership development organization for students of agricultural education. The FFA changes lives and prepares students for premier leadership, personal growth and career success.

What does F-F-A stand for?

F-F-A stands for Future Farmers of America, which is the official name of the organization, but we don't use the full name and instead operate as the "FFA" because Future Farmers of America implies that we are all preparing to be farmers. Agriculture is much broader than farming and ranching. Members study things such as horticulture, aquaculture, food sciences, accounting, wildlife management, mechanics and engineering.

Are FFA members going to be farmers?

Yes and No. Agriculture is a very broad field of study. Members study things like landscaping, floriculture, animal science, computer applications, accounting, environmental science, mechanics and engineering. Regardless of an FFA member's career choice, the FFA provides opportunities to build and apply math, science, technology and leadership skills to their life.

Livingston FFA

August 2014 Newsletter

The Grass is Greener on the Aggie Side

"The Grass is Greener on the Aggie Side" was carefully and thoughtfully selected as the 2014-2015 Livingston FFA theme while advisors and chapter officers attended the annual Livingston FFA Chapter Officer Retreat. This three day retreat involved the creation of this upcoming year's calendar, identifying the goals the Livingston FFA Chapter would like to accomplish, revising and updating our chapter constitution, and strengthening the relationships and team building skills between the officers and advisors.

The newly elected 2014-2015 chapter officer team is: Hannah Friesen, President; Danielle Brusenski, Vice-President; Liliana Reyes, Secretary; Georgina Reyes, Treasurer; Lindsay Silva, Reporter; Hayley Randall, Sentinel; and Jazmin Becerra, Historian. Livingston's FFA advisors are Ms. Kaylyn Schiber, Mrs. Stefanie Kuhr, Mr. Kevin McGuire, and Mr. Luis Randall.

The Livingston FFA officers are focused and enthusiastic for the new school year. They hope to increase involvement of current members in their chapter, encourage leadership among peers, and continue to expand and improve upon all aspects of the Livingston FFA Chapter. The chosen theme, "The Grass is Greener on the Aggie Side", reflects the excitement Livingston FFA officers have for their chapter and its growth. This short, memorable phrase represents the need to look no further than right here in our own Ag program for everything you need. Livingston's FFA program is expanding its course options, diversifying its judging teams, and bringing home awards at every contest it attends. The grass is lush and green right here in the Livingston FFA program. Livingston's Agricultural Department is extending its reach among students and community members as they work hard to continue the growth that has already begun. "I am most excited for our upcoming SAE projects", said Chapter President Hannah Friesen. "Livingston has shown that we are able to better ourselves and our chapter."

Livingston FFA Officers Meet with Milton FFA Students!

This summer Livingston FFA officers had the privilege of being able to meet and talk with FFA students from Iowa. These students from Milton FFA drove all the way to California for their annual summer FFA trip. Once here they visited San Francisco, specifically Alcatraz, Yosemite National Forest, Hilmar Cheese, and E & J Gallo Winery. The 25 FFA students were ecstatic to see just how different California and Iowa were.

“Iowa grows a lot of corn and soybeans”, said Mariah, the 2013-2014 FFA Reporter. Iowa’s rich soil and long growing season are perfect for corn. The state of Iowa is the largest producer of corn in the United States and usually produces more corn than most countries, such as Mexico. In 2013, Iowa was able to grow almost 2.2 billion bushels of corn. California, specifically Livingston, however, grows a large amount of sweet potatoes. 90% of all sweet potatoes that are grown west of the Rockies are grown in Livingston or the surrounding towns. The sandy soil found here makes it perfect for growing sweet potatoes.

Back in Iowa, Milton FFA discusses different agricultural ideas. Only one of the FFA students who visited California shows at a fair. They also choose to not partake in jackpot shows or have any judging teams. They do attend both State Convention and National Convention. Milton FFA hopes to be able to expand their chapter of roughly 50 students and begin to show at fair and form a few judging teams in the coming years.

State Finals

At State Finals in May, Livingston FFA was able to take three judging teams, Best Informed Greenhand (BIG), Land Judging, and Floral Judging. These students spent many days before and after school studying and practicing for this one day. Jazmin Becerra, Ruby Covarrubias, Natalia Galvan, Suruchi Dhaut, Giselle Rojas, and Lindsay Silva began on the BIG team, Gerardo Aguilar, Melissa Sanchez, Liliana Reyes, Georgina Reyes, Danielle Brusenski, and Austin Randall were on Livingston’s Land Judging team, and Hayley Randall, Esmeralda Arroyo, and Liliana Hernandez were on the Floral Judging team.

As the time for field days came along, things became more serious. The BIG and Land Judging teams were successful. They placed at competitions for individuals and a few times for teams. When the day for State Finals arrived they were prepared to the best of their abilities. The BIG team consisted of Jazmin Becerra, Ruby Covarrubias, Suruchi Dhaut, and Lindsay Silva. They placed 9th overall and Lindsay Silva placed 2nd in the entire state. The Land team included Melissa Sanchez, Danielle Brusenski, Liliana Reyes, and Georgina Reyes. They came together and placed 5th in the state and Melissa Sanchez placed 5th individually.

Best Informed Greenhand

9th High Team

Lindsay Silva – 2nd High Individual

Jazmin Becerra

Ruby Covarrubias

Suruchi Dhaut

Land Judging

5th High Team

Melissa Sanchez – 5th High Individual

Danielle Brusenski

Liliana Reyes

Georgina Reyes

Floral Judging

Hayley Randall

Esmeralda Arroyo

Liliana Hernandez

Livingston FFA Exhibitor

Sheep:

Jill Friesen
Liliana Hernandez
Georgina Reyes
Liliana Reyes
Lindsay Silva

Goats:

Marta Barragan
Danielle Brusenski
Ernesto Hernandez
Stephanie Land
Juan Ornelas
Isabel Perez
Austin Randall

Swine:

Diego Ayala
Esmeralda Arroyo
Hailey Farley
Dero Flores
Hannah Friesen
Logan Friesen
Fabian Garcia
Stephanie Gonzalez
Xena Gonzalez
Nancy Guzman
Freddy Hernandez
Julian Hernandez
Francisco Maldonado
Claire Nolan
Abraham Oseguera
Nancy Perez
Hunter Randall
Rene Rojas
Samantha Vieker
Elias Williams

Rabbits:

Ricardo Aguilar
Anakin Cisneros
Yuriria Cuellar
Jacob Long

Swine & Rabbits:

Gerardo Aguilar
James Petanan

Goats & Rabbits:

Melissa Sanchez

Merced County Fair

At the local Merced County Fair, Livingston FFA had 39 students actively participating in the marketing and showing of both small and large animals. This year Livingston FFA was comprised of sheep, goats, swine, and rabbits. "Next year we hope to expand the range of animals shown through Livingston FFA and include beef and dairy animals", said FFA advisor Mrs. Stefanie Kuhr.

The Livingston FFA is continuing to strive and become a better chapter. The highlights of the Merced County fair were James Petanan winning 2014 FFA Reserve Champion Meat Pen Rabbits and 2014 4-H and FFA Reserve Grand Champion Meat Pen Rabbits, Lindsay Silva earning 1st in her Hampshire Sheep class and placing 3rd overall for Hampshire Sheep, Jill Friesen placing 4th in her Suffolk Sheep class, Georgina Reyes earning a 4th place in her Hampshire Sheep class, Liliana Reyes placing 1st in her feeder class, Liliana Hernandez earning a 3rd place in her feeder class, Isabel Perez earning a 1st place in her Boer Goat class and a 4th place for all Boer Goats, Logan Friesen placing 3rd in his Crossbred Swine class and Hannah Friesen placing 7th in her Crossbred Swine class. For showmanship, Lindsay Silva made the first cut, placing 4th for her class.

Livingston FFA also won the "Clean Barn" award for the sheep. This award was based on the cleanliness of the animals, animal pens, tack area, area in front of and around the animal pens, the educational display, and the decorations displaying the year's theme, Saluting Our Farmers and Ranchers. Because of this, Livingston will be able to choose their area for their sheep during next year's Merced County Fair. Livingston hopes to be able to win "Clean Barn" for all of the animal species they will bring to fair in the upcoming years.

Livingston FFA students who participated in exhibiting small or large animals include: (sheep) Jill Friesen, Lindsay Silva, Liliana Reyes, Georgina Reyes, Liliana Hernandez, (goats) Marta Barragan, Ernesto Hernandez, Stephanie Land, Juan Ornelas, Isabel Perez, Danielle Brusenski, Austin Randall, (swine) Diego Ayala, Logan Friesen, Hannah Friesen, Fabian Garcia, Hunter Randall, Esmeralda Arroyo, Abraham Oseguera, Rene Rojas, Stephanie Gonzalez, Julian Hernandez, Dero Flores, Francisco Maldonado, Freddy Hernandez, Nancy Perez, Claire Nolan, Xena Gonzalez, Elias Williams, Nancy Guzman, Hailey Farley, Samantha Vieker, (rabbits) Ricardo Aguilar, Anakin Cisneros, Jacob Long, and Yuriria Cuellar, (swine & rabbits) James Petanan, Gerardo Aguilar, and (goats & rabbits) Melissa Sanchez.

Congratulations James! –

FFA Reserve Champion Meat Pen Rabbits and 4-H
and FFA Reserve Grand Champion Meat Pen Rabbits

End of the Year Banquet

On May 15, 2014, seven students were installed to serve the Livingston FFA Chapter. Their duties include planning and leading all FFA meetings, Greenhand Banquet, and End of the Year Banquet, continuing and updating the Livingston FFA website, Instagram page, Facebook page, and Twitter page, and publishing newsletters and articles.

The six retired chapter officers had an exceptional year running the FFA Chapter. They increased the involvement of members that attended meetings and participated in Super Saturday, on judging teams, and at the Merced County Fair.

Retired Officers

President – Gerardo Aguilar
Vice President – Melissa Sanchez
Secretary – Georgina Reyes
Treasurer – Liliana Reyes
Reporter – Austin Randall
Sentinel – Danielle Brusenski

Installed Officers

President – Hannah Friesen
Vice President – Danielle Brusenski
Secretary – Liliana Reyes
Treasurer – Georgina Reyes
Reporter – Lindsay Silva
Sentinel – Hayley Randall
Historian – Jazmin Becerra

Livingston FFA T-Shirts

Only \$10!

Organic Eggs

1 dozen for \$3

Livingston FFA would like to thank those who donated or bought a cake at our End of the Year Banquet fundraiser!

Livingston FFA

September - October 2014 Newsletter

Merced-Mariposa Sectional Officer Leadership Conference

On September 9, 2014, Livingston FFA officers attended the Sectional Officer Leadership Conference (SOLC). They met with the Merced-Mariposa Sectional Officer team and chapter officers from other chapters from the Merced-Mariposa Section. It was an exciting day filled with fun, as officers participated in ice-breakers and team building activities. The Livingston FFA Chapter Officers also gained leadership skills by attending workshops presented by the Merced College Agricultural Ambassadors. "I really enjoyed learning about new methods for interacting with members and getting them excited for coming events," said LHS FFA Chapter Vice President, Danielle Brusenski.

The Livingston FFA officers participated in every activity as they worked and communicated with other chapters. Each officer was put into separate groups where they acquired valuable skills including: communication, listening to others, working as a team, getting to know new members in our chapter, and accomplishing goals in a timely manner. Livingston FFA's officers have brought back these skills to increase the participation of members and grow their chapter into one full of excitement and enthusiasm. For more information about Livingston FFA, please visit our website at Livingstonffa.org. Information can also be found on our Facebook, Twitter, and Instagram accounts.

Livingston FFA Members Reaping the Benefits of Agricultural Education

Fifty Livingston High School Freshman FFA Members were ready and enthusiastic to head to the Stanislaus County Agriculture Center in Modesto for the Greenhand Leadership Conference on September 25th. Once students arrived to the conference, they were immediately welcomed by other agriculture students from the surrounding areas. "I really enjoyed getting to meet new people from other schools near LHS," said Livingston FFA Member, Yuriria Cuellar, "I am excited to see them at other upcoming FFA events such as Opening and Closing Ceremonies."

Students started the day by learning about the immense amount of opportunities available to them as FFA members. The Greenhand Conference Facilitators focused on six benefits for FFA members, which are: travel, leadership, experience, competition, learning, and personal growth. Agricultural education is a great resource for high school students as it focuses on hands-on learning. There are also numerous opportunities outside of the classroom to emphasize the curriculum learned in the classroom. Students can travel to different universities throughout the state to compete in competitions that are based upon what is being taught inside the classroom. Many of these competitions require students to speak publicly, think critically, and collaborate with team members, allowing them to grow personally and as leaders. "We greatly appreciate Agricultural Education because of what it provides for our students in and out of the classroom," said Livingston FFA Advisor, Ms. Kaylyn Schiber, "Students will learn about a specific topic in their agriculture class, and then they can compete in a relevant competition. Not only are students having fun and traveling, but they are applying that knowledge gained in the classroom."

As the day progressed, students created a plan of action for their next four years in agricultural education. To make this plan, students attended workshops that were based on FFA Leadership Conferences, Supervised Agricultural Experience projects, Career Development Events, and agriculture courses. "I am very excited to take on a swine project for the Merced County Fair this year," said LHS Freshmen FFA member, Rueger Silva, "I learned that I can make money and receive scholarships by taking on a Supervised Agriculture Experience project." When presenting a workshop regarding possible agriculture courses that students can take in high school, conference presenter and past State FFA Reporter, Tyler Menane said, "Agriculture Education was doing common core before it was 'cool.' For example, if we have to diagnose a pig on a school farm, students must use logic and reason to provide evidence that shows what is wrong with the pig. This is one of the many ways in which agriculture education encourages rigor and relevance in the classroom."

By the end of the day, LHS FFA were excited and ready to get involved within their FFA Chapter. The 50 LHS FFA members who attended the Greenhand Conference were, Gabriella Garcia, Jill Friesen, Angela Morales, Dulce Martinez, Sukraaj Singh, Alicia Morris, Luiz Muniz, Emely Morales, Monica Navarro, Sayani Cervantes, Ashlan Correia,

FFA Members Who Attended:

Anthony Aguilar
Kevin Alvarez
Guillermo Arroyo
Angelique Baptista
Diana Berrera
Julissa Camacho
Oscar Cervantes
Sayana Cervantes
Ashlan Correia
Francisco Correia
Edwin Cruz
Yuriria Cuellar
Ruby Delgadillo
Jill Friesen
Gabriella Garcia
Eva Garcia
Nathalia Godinez
Nadia Godoy
Jasmyne Gomez
Curtis Griffith
Jasraj Kaur
Mandip Kaur
Rocio Lopez
Abigail Martinez
Dulce Martinez
Yamile Martinez
Matthew Medel
Angela Morales
Emely Morales
Alicia Morris
Faateh Mukhtar
Luiz Muniz
Monica Navarro
Corey Nego
Marina Neves
Tyler Ratzlaff
Giselle Reyna
Wendy Santana
Chanpreet Sidhu
Rueger Silva
Dilvir Singh
Suhkraaj Singh
Marco Sobrevilla
Tatiana Solorio
Victoria Souza
Haley Thomas
Jiselle Trujillo
Nancy Valencia
Alondra Zamora

Olvir Singh, Rocio Lopez, Abigail Martinez, Giselle Reyna, Wendy Santana, Diana Berrera, Yuriria Cuellar, Haley Thomas, Nathalia Godinez, Tyler Ratzlaff, Yamile Martinez, Julissa Camacho, Alondra Zamora, Oscar Cervantes, Victoria Souza, Nancy Valencia, Angelique Baptista, Tatiana Solorio, Rudy Delgadillo, Marina Neves, Nadia Godoy, Kevin Alvarez, Marco Sobrevilla, Mandip Kaur, Jasraj Kaur, Guillermo Arroyo, Chanpreet Sidhu, Jiselle Trujillo, Jasmyne Gomez, Curtis Griffith, Rueger Silva, Edwin Cruz, Eva Garcia, Corey Nego, Faateh Mukhtar, Francisco Correia, Anthony Aguilar, and Matthew Medel.

On August 27th, Livingston FFA held their first meeting of the year! This meeting was filled with fun and excitement as FFA officers and members discussed past and upcoming events. The FFA members were ecstatic to hear the theme for the 2014 - 15 school year, *The Grass is Greener on the Aggie Side*.

FFA officers announced the upcoming Sweet Potato Festival! Join us on September 19th, 20th, and 21st for days filled with fun. Come and visit Livingston FFA's Super Fun Kid Zone where you can visit with a camel, dunk an unlucky person in our dunk tank, and ride the mechanical bull for as long as you can! Also announced was our t-shirt sales. Livingston FFA is continuing to sell our FFA shirts for only \$10. We greatly appreciate your support and encouragement. At our meeting we awarded James Petanan with Star Aggie for the month of August.

James has shown how dedicated he is to the FFA program through a variety of activities that he has performed. At the Merced County Fair, James showed his meat pen rabbits that he had bred himself. He earned FFA Reserve Champion and 4-H and FFA Reserve Grand Champion. James also took on many barn duties in the pig barn than was necessary of him. This summer James, assisted by his family, also painted the inside of the rabbit house and hung informational signs about rabbits, including their gestation period, body parts, and how to properly show a rabbit. He also hung posters about chickens and had a refrigerator installed in order to properly cool the eggs laid by the chickens. All the rabbits and chickens at Livingston High School were fed and given water by James Petanan.

Our FFA members loved our first meeting and our very excited for our next meeting on September 17th, the Ice Cream Social.

Our Star Aggies for the Months of September and October!

Livingston FFA's Star Aggie for the month of September is Yuriria Cuellar. She has attended a variety of FFA activities and has used them to provide herself with new opportunities to become even more involved. She encourages her friends to take the same opportunities she was given and become active members in our FFA program. At the Merced County Fair, Yuriria showed meat pen rabbits as an incoming freshman. She is excited to participate in the upcoming Greenhand Leadership Conference and Opening/Closing Ceremonies contest. Yuriria also plans on running for a Greenhand Officer position in November. Yuriria Cuellar is an excited, young woman who is ready to participate in every FFA activity available to her. She is also thrilled to be able to teach others about our growing FFA program.

The Star Aggie for the month of October is Sukhraaj Singh. Livingston FFA officers decided to award Sukhraaj with this award because of his outstanding participation at the Sweet Potato Festival. The dedication that he demonstrated towards the FFA was beyond belief. He showed up early every day prepared to help to the best of his abilities. Sukhraaj assisted the officers and advisors in setting up the games on the first day of the festival. He also helped run the games every day of the Sweet Potato Festival, Friday, Saturday, and Sunday. Sukhraaj was an amazing help and was willing to work wherever he was needed.

Annual Sweet Potato Festival

Everywhere you looked during the Livingston City Sweet Potato Festival you could see an individual wearing a Livingston FFA t-shirt. That is because the Livingston FFA had the opportunity to give back to the community by being a vital part of the Sweet Potato Festival. The Sweet Potato Festival was a three day event that ran from September 19th through September 21st, 2014. Over 75 Livingston FFA members volunteered each day to help run the Kids Zone, petting zoo, and other attractions. The Kids Zone included different games and activities that the younger festival goers could participant in from playing bowling and corn hole to feeding a camel a fingerling sweet potato to winning the bounce house basketball game. The two attractions that gained the most attention were the dunk tank and mechanical bull. All of the Livingston FFA Advisors helped raise money by sitting in the dunk tank for an hour. "It was funny watching our teachers get dunked in the dunk tank" exclaimed freshmen FFA member, Gabriela Garcia.

Hannah Friesen, the Livingston FFA Chapter President stated that "It was awesome seeing so many of Livingston FFA members coming together to help the community and showcase such a delicious commodity." Besides helping at the Kids Zone, Livingston FFA members sold three pound bags of sweet potatoes with half of the proceeds going toward the local food bank. The Livingston FFA Booster Club also had their food truck in action selling their sweet potato specialty item, sweet potato donuts. This is the first opportunity for the youngest members of our chapter to see another glimpse into what the FFA is all about.

Lindsay Silva, the Livingston FFA Reporter was interviewed by a local radio station regarding Livingston FFA's involvement at the Sweet Potato Festival. "I was nervous at first but it was exciting to be able to spread the word about all the hard work Livingston FFA is putting in to making the Sweet Potato Festival a success" said Lindsay when asked about her interview. To see all the service projects Livingston High School FFA has planned for this school year and more, visit LivingstonFFA.org.

Ice Cream Social Meeting

Livingston FFA was excited to see over 150 FFA members at their second FFA meeting of the school year on September 17th, 2014. Members, as well as officers and advisors, were given the opportunity to interact with each other while eating ice cream, playing games, and taking fun pictures at the photo booth. Officers and members discussed the upcoming Greenhand Leadership Conference and Sweet Potato Festival, both which were a great success! On October 15th, Livingston FFA will be attending the Opening and Closing Ceremonies Contest held in Gustine. "I really enjoyed the social aspect of this FFA Meeting, because I was able to talk with new FFA members about the upcoming opportunities available to them in the FFA," said Livingston FFA Chapter Historian, Jazmin Becerra.

Livingston FFA will be bringing their officer team and numerous teams consisting of Greenhands to participate in this contest.

Livingston's officer team will be attending COLC to learn new leadership skills and ways to bring more students into their FFA program. Livingston FFA also discussed a few of their fundraisers such as the t-shirts they are selling for only \$10.00 and the placemat ads they are selling for \$50.00, \$100.00, and \$200.00. For their next meeting, Livingston FFA will be attending Frightmare Farms on October 11th in Le Grand. "We saw a great turn out at this meeting, and foresee this next meeting being a great way to keep our FFA members motivated and involved," said Livingston FFA Leadership Student, Betty Solorio.

Agriculture is our wisest pursuit, because it will in the end contribute most to **Real Wealth, Good Morals, and Happiness.**
~ Thomas Jefferson

Don't forget to purchase your own Livingston FFA t-shirt for only \$10!

Buy a dozen farm fresh eggs for only \$2!

Support your local FFA by buying one of our placemat ads, \$50, \$100, and \$200!

Follow us @Livingston_FFA or
Check out our website: www.LivingstonFFA.org for more information
on upcoming events!

21.

Staff In-Service Record

Each member of the Livingston High School Agriculture Department holds professional growth to a high standard. Attached is the list of all the in-service activities that each teacher participated in. Stefanie Kuhr currently holds office as the Merced Mariposa Sectional Secretary for the 2014-2015 school year.

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B School Year 14-15 School Livingston High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES					
	KUHR	RANDALL	SCHIBER	MCGUIRE		
Fall Region Meeting	X	X	X	X		
Region In-service Day	X	X	X	X		
Spring Region Meeting	X	X	X	X		
Section In-service*	X	X	X	X		
Section In-service*	X	X	X	X		
Section In-service*	X	X	X	X		
Section In-service*	X	X	X	X		
Summer Conference	X	X	X	X		
University AgEd Skills Week	X		X			
Professional Development **	X	X				

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a *maximum* of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 ROP: Floral Design Curriculum Development
- 2 ROP: Food Science Curriculum Development
- 3 AG Biology Curriculum Development
- 4
- 5

22.

Staff Meeting Meetings

The Livingston High School Agriculture Department meets each Monday to discuss any of the necessary items. Attached are the department meeting meetings since the beginning of the school year.

Date: August 25, 2014

**Atwater Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Aug 25	Placemat Ad Sales Begin
2.	Aug 26	Club Rush
3.	Aug 27	FFA Pool Party Meeting
4.	Aug 29	LHS Rally (Rally Schedule)
5.	Sept. 1	FFA Jacket Sales Begin
6.	Sept. 1	School Holiday (Labor Day)
7.	Sept 4	ROP Career Industry Day Mtg (Kuhr, Randall)
8.	Sept 5	Merced River Ag Booster Dinner
9.	Sept. 9	FFA SOLC / CATA – Merced College
10.	Sept. 9	BTSA 1 Meeting (Schiber, McGuire)
11.	Sept. 17	FFA Ice Cream Social
12.	Sept. 19-21	Sweet Potato Festival
13.	Sept. 24	Greenhand Leadership Conference
14.	Sept. 29	Chapter Officer Dinner (@ Danielle's?)
15.	Sept. 30	FFA Jacket Orders DUE
16.	Sept. 30	BTSA 2 Meeting (Kuhr)

b. Business

- AIG
- Polos
- Update on State Officer Visit
- CATA dues Kaylyn/kevin

c. Other

Date: September 2, 2014

**Atwater Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

- AIG
- Polos
- Update on State Officer Visit
- CATA dues Kaylyn/Kevin

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Sept. 1	FFA Jacket Sales Begin
2.	Sept 4	ROP Career Industry Day Mtg (Kuhr, Randall)
3.	Sept 5	Merced River Ag Booster Dinner
4.	Sept. 9	FFA SOLC / CATA – Merced College
5.	Sept. 9	BTSA 1 Meeting (Schiber, McGuire)
6.	Sept. 17	FFA Ice Cream Social
7.	Sept. 19-21	Sweet Potato Festival
8.	Sept. 21-23	STEM Conference (Randall)
9.	Sept. 24	Greenhand Leadership Conference (Schiber, McGuire)
10.	Sept. 29	Chapter Officer Dinner (@ Danielle's?)
11.	Sept. 29	FFA Jacket Orders DUE
12.	Sept. 30	BTSA 2 Meeting (Kuhr)

b. Business

- Students for cabinet meeting (1 Fresh, 1 Soph, 1 Junior, 1 Senior)
- Homecoming Indiana Jones
- SPF (hours, positive reinforcement, booths, painting project)
- GLC, only 10 signed up
- Placemat Ads, football game ? Thank yous
- Greenhouse
-

c. Other

Date: September 8, 2014

**Atwater Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

- Update on State Officer Visit
- CATA dues Kaylyn/Kevin
- Homecoming Indiana Jones
- GLC, only 19 signed up
- Placemat Ads, \$1150

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Sept. 9	FFA SOLC / CATA – Merced College
2.	Sept. 9	BTSA 1 Meeting (Schiber, McGuire)
3.	Sept. 17	FFA Ice Cream Social
4.	Sept. 19-21	Sweet Potato Festival
5.	Sept. 21-23	STEM Conference (Randall)
6.	Sept. 24	Greenhand Leadership Conference (Schiber, McGuire)
7.	Sept. 29	Chapter Officer Dinner (@ Danielle's)
8.	Sept. 29	FFA Jacket Orders DUE
9.	Sept. 30	BTSA 2 Meeting (Kuhr)
10.	Oct. 2	Portfolio Training Day (Kuhr Gone)
11.	Oct. 3	Homecoming Parade/Football Game
12.	Oct. 4-5	COLC 2 Denair
13.	Oct. 8	Farm2U
14.	Oct. 11	Frightmare Farms
15.	Oct. 15	Opening/Closing in Gustine
16.	Oct. 16	Drive Thru BBQ
17.	Oct. 20	Greenhand Officer Applications go out
18.	Oct. 21	Career Industry Day (Sophmores)
19.	Oct. 31	Greenhand Officer Applications due

b. Business

- Homecoming Building Days
- Haunted House
- Drive Thru BBQ pricing

c. Other

Date: September 15, 2014

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

- Homecoming Indiana Jones
- Placemat Ads, \$1200
- Homecoming Building Days
- Haunted House
- Drive Thru BBQ pricing

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Sept. 17	FFA Ice Cream Social
2.	Sept. 17	Common Core Meeting (Kuhr, Schiber)
3.	Sept. 19-21	Sweet Potato Festival
4.	Sept. 21-23	STEM Conference (Randall)
5.	Sept. 24	Greenhand Leadership Conference (Schiber, McGuire)
6.	Sept. 29	Chapter Officer Dinner (@ Danielle's)
7.	Sept. 29	FFA Jacket Orders DUE
8.	Sept. 29	First day to start selling BBQ tickets
9.	Sept. 30	BTSA 2 Meeting (Kuhr)
10.	Oct. 2	Portfolio Training Day (Kuhr Gone)
11.	Oct. 3	Homecoming Parade/Football Game
12.	Oct. 4-5	COLC 2 Denair
13.	Oct. 6	On-site Review
14.	Oct. 8	Farm2U
15.	Oct. 11	Frightmare Farms
16.	Oct. 15	Opening/Closing in Gustine
17.	Oct. 16	Drive Thru BBQ
18.	Oct. 20	Greenhand Officer Applications go out
19.	Oct. 21	Career Industry Day (Sophmores)
20.	Oct. 31	Greenhand Officer Applications due

b. Business

- On-Site Review
- Dept. Chair Meeting
- State Officer Visit
 - who are they staying with?
 - what is the night activity?
 - what are we serving them for lunch?
- Frightmare Farms
 - first 50 students
 - prices not available until 9/26
 - how much do we want the students to pay?

c. Other

Date: September 22, 2014

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

- Homecoming Indiana Jones
- Homecoming Building Days
- Haunted House
- Drive Thru BBQ pricing

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Sept. 24	Greenhand Leadership Conference (Schiber, McGuire)
2.	Sept. 29	Chapter Officer Dinner (@ Danielle's)
3.	Sept. 29	FFA Jacket Orders DUE
4.	Sept. 29	First day to start selling BBQ tickets
5.	Sept. 30	BTSA 2 Meeting (Kuhr)
6.	Oct. 2	Portfolio Training Day (Kuhr Gone)
7.	Oct. 3	Homecoming Parade/Football Game
8.	Oct. 4-5	COLC 2 Denair
9.	Oct. 6	On-site Review
10.	Oct. 8	Farm2U
11.	Oct. 11	Frightmare Farms
12.	Oct. 15	Opening/Closing in Gustine
13.	Oct. 16	Drive Thru BBQ
14.	Oct. 20	Greenhand Officer Applications go out
15.	Oct. 21	Career Industry Day (Sophmores)
16.	Oct. 31	Greenhand Officer Applications due

b. Business

- On-Site Review
- State Officer Visit
 - who are they staying with?
 - what is the night activity?
 - what are we serving them for lunch?
- Frightmare Farms
 - first 50 students. \$20 before or after school only
- WISH LIST

c. Other

Date: September 29, 2014

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

- Frightmare Farms
-
- Haunted House
-

2. New Business

a. Calendar Items / Updates

<u>Date / Time</u>	<u>Activity/Event</u>
1. Sept. 29	Chapter Officer Dinner (@ Danielle's)
2. Sept. 29	FFA Jacket Orders DUE
3. Sept. 29	First day to start selling BBQ tickets
4. Sept. 30	BTSA 2 Meeting (Kuhr)
5. Oct. 2	Portfolio Training Day (Kuhr Gone)
6. Oct. 3	Homecoming Parade/Football Game
7. Oct. 4-5	COLC 2 Denair
8. Oct. 8	Farm2U
9. Oct. 11	Frightmare Farms
10. Oct. 15	Opening/Closing in Gustine
11. Oct. 16	Drive Thru BBQ
12. Oct. 20	Greenhand Officer Applications go out
13. Oct. 21	Career Industry Day (Sophmores, Kevin and Louis gone)
14. Oct. 31	Greenhand Officer Applications due
15. Nov 3	On-site Review NEW DATE
16. Nov 3	Greenhand Interviews?
17. Nov 5	Greenhand Banquet
18. Nov 10-11	NO SCHOOL
19. Nov 12	M/M Sectional Meeting @ 4 Wool Growers @ 6
20. Nov 18	BTSA 1 (Kaylyn and Kevin Out)
21. Nov 19-20	New Professionals (Kevin out)
22. Nov 19-20	State Officer Visit
23. Nov 21-22	Road Show/Central Region Meeting
24. Nov 24	Thanksgiving Break

b. Business

- Pathways: Video and Banner
- On-Site Review
- Randall: Project Visitation Records, Floral Curriculum
- McGuire: Syllabus for each class, Shop Curriculum
- Schiber: Leadership Curriculum
- Schiber, I need hotel confirmation for the Central Region Meeting

Date: October 6th, 2014

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

- Frightmare Farms
- Haunted House
- Opening/Closing contest practices
-

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Oct. 9	Farm2U
2.	Oct. 11	Frightmare Farms
3.	Oct. 15	Opening/Closing in Gustine
4.	Oct. 15	R2, In service due date
5.	Oct. 16	Drive Thru BBQ
6.	Oct. 21	Career Industry Day (Sophmores, Kevin and Louis gone)
7.	Nov 3	On-site Review NEW DATE
8.	Nov 5	Greenhand Banquet
9.	Nov 10-11	NO SCHOOL
10.	Nov 12	M/M Sectional Meeting @ 4 Wool Growers @ 6
11.	Nov 18	BTSA 1 (Kaylyn and Kevin Out)
12.	Nov 19-20	New Professionals (Kevin out)
13.	Nov 19-20	State Officer Visit
14.	Nov 21-22	Road Show/Central Region Meeting
15.	Nov 24	Thanksgiving Break

b. Business

- AIG: Was stated to be funded at only 90% but a follow up email came and said that another cut would be taken to cover all the new applications

Applied Amount: \$16,400

90% funded: \$14,760

The \$1500 difference will be made up from transportation and conferences

-On-Site Review

Randall: Project Visitation Records, Floral Curriculum

McGuire: Syllabus for each class, Shop Curriculum

Schiber: Leadership Curriculum

Schiber, I need hotel confirmation for the Central Region Meeting

- Meeting tomorrow to discuss PAC concerns, May day, and Metal Shop 6th period Calderon's Office

Date: October 13th, 2014

Livingston Agriculture Department Department Meeting

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

- Haunted House
- Opening/Closing contest practices

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Oct. 13	Greenhand Officer Applications out
2.	Oct. 15	Opening/Closing in Gustine
3.	Oct. 15	R2 due date
4.	Oct. 16	Drive Thru BBQ
5.	Oct. 17	End of 1 st Quarter
6.	Oct. 21	Career Industry Day (Sophmores, Kevin and Louis gone)
7.	Oct 24	Greenhand Officer Applications due
8.	Oct 28	Greenhand Officer Interviews (all advisors)
9.	Oct 29	All materials due for Review
10.	Nov 3	On-site Review NEW DATE
11.	Nov 5	Greenhand Banquet
12.	Nov 6/7?	Renaissance Rally
13.	Nov 10-11	NO SCHOOL
14.	Nov 12	M/M Sectional Meeting @ 4 Wool Growers @ 6
15.	Nov 18	BTSA 1 (Kaylyn and Kevin Out)
16.	Nov 19-20	New Professionals (Kevin out)
17.	Nov 19-20	State Officer Visit
18.	Nov 21-22	Road Show/Central Region Meeting
19.	Nov 24	Thanksgiving Break

b. Business

- Kevin, Kaylyn still need to pay CATA dues
- MFE/ALA, who is going?
- Students owe money for a shirt: Andreina Ruiz, Austin Pacheco, and Amber Galvan
- Dept Chair meeting
 - a) Address what was talked at staff meeting about
 - b) Google platform
 - c) Principal tired of negativity: talk about the true issue without throwing other professionals under the bus.
 - d) What is TSA? Why do people have 6th periods with TSA and do nothing? Lack of accountability for those with a TSA period. How come we have gone from 4-11 in coaching staff sixth period?
- Court of Trees, do we want to participate?
- Renaissance dance, is FFA doing it?
- DRIVE THRU BBQ, Mrs. Robert

-On-Site Review

Randall: Project Visitation Records, Floral Curriculum
McGuire: Syllabus for each class, Shop Curriculum
Schiber: Leadership Curriculum
Schiber, I need hotel confirmation for the Central Region Meeting

Date: October 21st 2014

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business

2. New Business

a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Oct 24	Greenhand Officer applications Due
2.	Oct 28	Greenhand Officer Interviews
3.	Oct 29	ALL MATERIAL DUE FOR review
4.	Nov 3	On-site Review NEW DATE
5.	Nov 4	Greenhand Banquet
6.	Nov 6-7?	Renaissance Rally
7.	Nov 7	Modesto Senior Day
8.	Nov 10-11	NO SCHOOL
9.	Nov 12	M/M Sectional Meeting @ 4 Wool Growers @ 6
10.	Nov 13	AG ADVISORY MEETING AT 6:00 pm
11.	Nov 18	BTSA 1 (Kaylyn and Kevin Out)
12.	Nov 19-20	New Professionals (Kevin out)
13.	Nov 19-20	State Officer Visit
14.	Nov 21-22	Road Show/Central Region Meeting
15.	Nov 24	Thanksgiving Break

b. Business

- Minutes for Court of Trees, All Greenhand Banquet Expenses?
- Officer Letter? President Letter? For POA
-
- Greenhand Banquet:
- Perkins leadership packets: Budget \$6500, actual cost \$5040.50
- Science/AG: One department
- Bringing a date to Jean's retirement, I need to know ASAP.
- \$25 due for M/M Section Dinner at Wool Growers
- All students will be put on obligation on 10/31 for any outstanding pig raffle tickets. (including the 3 that owe for shirts)
- On-Site Review
 - NEED ROSTER OF ALL CLASSES
 - Randall: Project Visitation Records
 - McGuire: Syllabus for each class, Shop Curriculum
 - Schiber: Leadership Curriculum

c. Other

Date: October 27th 2014

Livingston Agriculture Department Department Meeting

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
 - Officer Letter? President Letter? For POA
 - \$25 due for M/M Section Dinner at Wool Growers
 - Students will be put on obligation Friday

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Oct 28	Greenhand Officer Interviews
2.	Oct 29	All MATERIAL DUE FOR review
3.	Nov 3	On-site Review NEW DATE
4.	Nov 4	Greenhand Banquet
5.	Nov 7	Renaissance Rally
6.	Nov 7	Modesto Senior Day
7.	Nov 10-11	NO SCHOOL
8.	Nov 12	M/M Sectional Meeting @ 4 Wool Growers @ 6
9.	Nov 12	Google Classroom Trainer Training (Kuhr Gone)
10.	Nov 13	AG ADVISORY MEETING AT 6:00 pm
11.	Nov 14	Local Project Comp.
12.	Nov 18	BTSA 1 (Kaylyn and Kevin Out)
13.	Nov 19-20	New Professionals (Kevin out)
14.	Nov 19-20	State Officer Visit
15.	Nov 21-22	Road Show/Central Region Meeting
16.	Nov 24	Thanksgiving Break

- b. Business

- On-Site Review

- Randall: Project Visitation Records

- McGuire: Syllabus for each class, Shop Curriculum, NEED ROSTER OF ALL CLASSES

- Schiber: Leadership Curriculum, NEED ROSTER OF ALL CLASSES

- Greenhand Interview: Currently scheduled to start at 7 tomorrow.

- 5 year acquisition list

- c. Other

Date: November 17th, 2014

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____ Stefanie Kuhr _____ Kaylyn Schiber
_____ Louis Randall _____ Kevin McGuire

1. Old Business
 - President Letter for POA
 -

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Nov 18	BTSA 1 (Kaylyn and Kevin Out)
2.	Nov 19-20	State Officer Visit
3.	Nov 21-22	Road Show/Central Region Meeting
4.	Nov 22	West Hills Field Day -Land
5.	Nov 24-28	Thanksgiving Break
6.	Dec 3	Ag Advisory Meeting
7.	Dec 4	Google Classroom Training
8.	Dec 4	Project Competition
9.	Dec 6	Mariposa Creed and Impromptu
10.	Dec 10	FFA Meeting
11.	Dec 13	Winter Formal
12.	Dec 18	End of Semester
13.	Dec 19	Non Instructional Day
14.	Dec 19	Officer Christmas Party?

- b. Business

- State Officer Visit
 - Lunch with Staff?
 - Meeting with Principal 6th period
 - What is the evening activity?
 - Who are they staying with?
 - What classes are they visiting?
- Errors on R2 Report
- Winter Formal

- c. Other

Date: December 1, 2014

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
 - President Letter for POA

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Dec 3	Ag Advisory Meeting
2.	Dec 4	Google Classroom Training (Kuhr, Randall)
3.	Dec 4	Project Competition
4.	Dec 5	Court of Trees - tree Lighting
5.	Dec 6	Mariposa Creed
6.	Dec 10	FFA Meeting
7.	Dec 12	Articulation with MJC
8.	Dec 13	Winter Formal
9.	Dec 17	Finals 1, 2, 3
10.	Dec 18	Finals 4, 5, 6 (End of Semester)
11.	Dec 19	Non Instructional Day
12.	Dec 19	Officer Christmas Party?

- b. Business

- Who wants to go to the articulation? Should have at least 1 rep.
- What should dinner be for AG Advisory?
- Project Comp order, student paper work
- New date for December meeting
- Who is going to be responsible for the Proj. Comp Banquet Gift
- Officer Christmas Party?
- Winter Formal...

- c. Other

Date: January 16th, 2015

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
- President Letter for POA

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Jan 19	No School
2.	Jan 20	Earth Science Common Core
3.	Jan 24	Super Saturday
4.	Feb 2	Biology Common Core Training
5.	Feb 3	Proficiency Scoring
6.	Feb 3	BTSA – Year 1
7.	Feb 4	Merced/Mariposa Project Comp Banquet (Need raffle donation)
8.	Feb 6	Rally Schedule
9.	Feb 7	Arbuckle Field Day
10.	Feb 9	Central Region Officer Interview-Liliana
11.	Feb 12	Perkins Application Due
12.	Feb 14	Crab Feed in Turlock
13.	Feb 13-16	No School
14.	Feb 18	FFA basketball Tournament Scheduled
15.	Feb 19-20	MFE/ALA Modesto
16.	Feb 23-27	National FFA Week
17.	Feb 25	Burrito Bingo
18.	Feb 28	CATA- Consumes River College (2 delegates, 1 Officer Candidate)

- b. Business

- State Degrees

Elias Williams	Gerardo Aguilar
Xena Gonzalez	Danielle Brusenski
Nancy Guzman	Georgina Reyes
Claire Nolan	Liliana Reyes
Austin Randall (done)	Hayley Randall (done)

- c. Other

Date: January 16th, 2015

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
- President Letter for POA

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Jan 19	No School
2.	Jan 20	Earth Science Common Core
3.	Jan 24	Super Saturday
4.	Feb 2	Biology Common Core Training
5.	Feb 3	Proficiency Scoring
6.	Feb 3	BTSA – Year 1
7.	Feb 4	Merced/Mariposa Project Comp Banquet (Need raffle donation)
8.	Feb 6	Rally Schedule
9.	Feb 7	Arbuckle Field Day
10.	Feb 9	Central Region Officer Interview-Liliana
11.	Feb 12	Perkins Application Due
12.	Feb 14	Crab Feed in Turlock
13.	Feb 13-16	No School
14.	Feb 18	FFA basketball Tournament Scheduled
15.	Feb 19-20	MFE/ALA Modesto
16.	Feb 23-27	National FFA Week
17.	Feb 25	Burrito Bingo
18.	Feb 28	CATA- Consumes River College (2 delegates, 1 Officer Candidate)

- b. Business

- State Degrees

Elias Williams	Gerardo Aguilar
Xena Gonzalez	Danielle Brusenski
Nancy Guzman	Georgina Reyes
Claire Nolan	Liliana Reyes
Austin Randall (done)	Hayley Randall (done)

- c. Other

Date: February 4th, 2015

Livingston Agriculture Department Department Meeting

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
 - President Letter for POA

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Feb 4	Merced/Mariposa Project Comp Banquet (Need raffle donation)
2.	Feb 6	Rally Schedule
3.	Feb 7	Arbuckle Field Day
4.	Feb 9	Central Region Officer Interview-Liliana (Kaylyn is taking her)
5.	Feb 12	Perkins Application Due
6.	Feb 14	Crab Feed in Turlock
7.	Feb 13-16	No School
8.	Feb 15	Nom Com/State Officer Apps Due
9.	Feb 18	Burrito Bingo \$5 due by 2/12
10.	Feb 20-21	MFE/ALA Modesto
11.	Feb 23-27	National FFA Week
12.	Feb 25	FFA basketball @ El Cap. \$3 due by 2/23
13.	Feb 27	State Conference Registration Due
14.	Feb 28	CATA- Consumes River College (2 delegates, 1 Officer Candidate)
15.	March 3	Farm Credit Dinner
16.	March 7	U.C. Davis/West Hills
17.	March 13	Portfolio Day/End of the Quarter
18.	March 14	Chico Field Day

- b. Business

- Perkins Spending – I still only have Randall's list but missing quotes. I need everyone's list by TOMORROW so that we can vote on how we are spending the money.
- Equity – What are your responsibilities outside of the classroom?
(example) Kuhr: Small Animal Unit, Sheep unit, ½ of the sheep/goat storage
- FFA basketball: All students must pay \$3 for dinner. Anyone want to organize practices?
- Students still own money for MFE/ALA. Elias and Gerardo are looking for people to buy their spots.
- Bring sign-ups for the Crab feed to merge lists
- Everyone needs to pull permission slips for the students that are going this weekend and send me a list of team members to provide to the school.
- Plant sale: Kaylyn and I will not be here that day. FFA has already given Floral 400 to help support plant sale.
- State Conference payments:
 - i. February \$75
 - ii. March \$75
 - iii. April \$50
 - iv. Or students have the option of paying it all at once. (if choosing this option it must be all paid in February)

****Kaylyn will provide an update on BBQ Ticket sales/FFA week activities.**

Date: February 9th, 2015

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
 - President Letter for POA

2. New Business

- a. Calendar Items / Updates

Date / Time	Activity/Event
1. Feb 4	Merced/Mariposa Project Comp Banquet (Need raffle donation)
2. Feb 6	Rally Schedule
3. Feb 7	Arbuckle Field Day
4. Feb 9	Central Region Officer Interview-Liliana (Kaylyn is taking her)
5. Feb 12	Perkins Application Due
6. Feb 14	Crab Feed in Turlock
7. Feb 13-16	No School
8. Feb 15	Nom Com/State Officer Apps Due
9. Feb 18	Burrito Bingo \$5 due by 2/12
10. Feb 20-21	MFE/ALA Modesto
11. Feb 23-27	National FFA Week
12. Feb 25	FFA basketball @ El Cap. \$3 due by 2/23
13. Feb 27	State Conference Registration Due
14. Feb 28	CATA- Consumes River College (2 delegates, 1 Officer Candidate)
15. March 3	Farm Credit Dinner
16. March 7	U.C. Davis/West Hills
17. March 13	Portfolio Day/End of the Quarter
18. March 14	Chico Field Day

- b. Business

- Perkins Spending – I still only have Randall's list but missing quotes. I need everyone's list by TOMORROW so that we can vote on how we are spending the money.
- Equity – What are your responsibilities outside of the classroom?
(example) Kuhr: Small Animal Unit, Sheep unit, ½ of the sheep/goat storage
- FFA basketball: All students must pay \$3 for dinner. Anyone want to organize practices?
- Students still own money for MFE/ALA. Elias and Gerardo are looking for people to buy their spots.
- Bring sign-ups for the Crab feed to merge lists
- Everyone needs to pull permission slips for the students that are going this weekend and send me a list of team members to provide to the school.
- Plant sale: Kaylyn and I will not be here that day. FFA has already given Floral 400 to help support plant sale.
- State Conference payments:
 - i. February \$75
 - ii. March \$75
 - iii. April \$50
 - iv. Or students have the option of paying it all at once. (if choosing this option it must be all paid in February)

Date: February 23, 2015

**Livingston Agriculture Department
Department Meeting**

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
 - President Letter for POA

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Feb 23-27	National FFA Week
2.	Feb 23-25	Performance Assessment Window
3.	Feb 25	FFA basketball @ El Cap.
4.	Feb 27	State Conference Registration Due
5.	Feb 28	CATA- Consumes River College (2 delegates, 1 Officer Candidate)
6.	Mar 3	Farm Credit Dinner
7.	Mar 7	U.C. Davis/West Hills
8.	Mar 13	Portfolio Day/End of the Quarter
9.	Mar 13	Resumes due for Merced Field Day
10.	Mar 14	Chico Field Day/Sadies
11.	Mar 19	American Ag Credit Dinner (6 students)
12.	Mar 21	Merced/Lathrop Field Day
13.	Mar 28	Modesto JC
14.	Mar 30	State Degree Ceremony

- b. Business
 - Who are the two delegates?
 - Who are the additional 9 students?

Date: March 2nd, 2015

Livingston Agriculture Department Department Meeting

Roll / Attendance

_____	Stefanie Kuhr	_____	Kaylyn Schiber
_____	Louis Randall	_____	Kevin McGuire

1. Old Business
 - President Letter for POA

2. New Business

- a. Calendar Items / Updates

	<u>Date / Time</u>	<u>Activity/Event</u>
1.	Mar 3	Farm Credit Dinner
2.	Mar 7	West Hills Field Day
3.	Mar 13	Portfolio Day/End of the Quarter
4.	Mar 13	Resumes due for Merced Field Day
5.	Mar 14	Chico Field Day/Sadies
6.	Mar 19	American Ag Credit Dinner (6 students)
7.	Mar 21	Merced/Lathrop Field Day
8.	Mar 28	Modesto JC
9.	Mar 30	State Degree Ceremony
10.	Apr 3-10	Spring Break
11.	Apr 11	Reedley Field Day/Relay for Life
12.	Apr 16	ROP Award of Excellence
13.	Apr 18	Fresno State Fields Day
14.	Apr 19-21	State Conference
15.	Apr 23	M/M CATA/FFA
16.	Apr 27	Chapter Officer Apps Out
17.	Apr 29	Greenhand FFA Meeting
18.	May 1-2	State Finals
19.	May 20	End of Year Banquet
20.	May 25	No School
21.	Jun 4	Graduation
22.	Jun 5	Non Instructional Day

- b. Business
 - Saturday and the boys
 - Department drugs for animals?
 - Next Ag Advisory Meeting date
 - State Conference Transportation

23.

Department Inventory

Needless to say, due to the unfortunate constant turnover in the Livingston High School Agriculture Department since 2006 there is inadequate list of department inventory. Attached is a list of department inventory that has been seen or purchased within the last two years since I have been employed at Livingston High School.

Inventory in AG Department

[illegible]

Inventory in AG SHOP

Quantity	Item Description
4	Lincoln Electric Ideal Arc 250
1	Lincoln Electric AC/DC Arc Welder
1	4x4 Plasma Cam
2	Hypertherm Power Max 1000
1	Miller Spot Welder
1	35 Ton Hydraulic Manuel Power Press
1	Whitney Angle Iron Notch and Bender
2	6 inch Bench Vice
1	4 inch Bench Vice
2	Pipe Yoke Vice
6	Miller CST 280 Welder
2	Drill Press
1	Miller QS 250 Welder
1	Miller Matic 35S Welder
2	Gas Cans
1	Forney 30 FI MIG Welders
2	14 inch Abrasive Cutoff Saws
1	Oxy-acetylene welding/cutting rig
2	Pedal Stool Grinder
1	Battery Charger Model 600T
1	6 inch Bench Grinder
1	1 Miller Matic 200 Welder
4	18 inch Cross cut Saws
5	Hack saw
7	claw hammer
4	smithon hammers
6	ball pin hammer
2	soft blow hammer
1	anuel with stand

1	Miller Matic 35 Welder
1	7 inch metal cut bana saw
1	Scotchman 4014c Sheer and Punch
3	framing squares
5	dust pans
1	Milwaukee m28 5 piece tool set
5	4 1/2 inch angle grinder
1	7 inch angle grinder
1	115 piece drill bit set
6	combination squares
25	Pair of Weldign Gloves
25	Safety Glasses
22	Welding Helmets
1	Wire Wheel Pedal Stool
2	misc. tool boxes
10	8 inch C clamps
5	Vice Grip Clamps
1	Beverly Sheer
1	36 inch Stomp Sheer
15	Coveralls
20	cotton Welding Jackets
5	Leather Welding Jackets
4	Inert Gas Cylinders
1	Argon Cylinder

3. First Year Teacher Internship report

A

Student Data Sheets

At Livingston High School, students fill out the Student Data Sheet and Student Planning Form in each agriculture class. The data sheet collects the basic contact information of the student, the future education plan, future career plan, and their predicted course sequence during the tenure at Livingston High School. The data sheet is collected and then filed in the student's file kept within the agriculture department office. Each student's folder contains the student's data sheets, FFA record books, and proficiency applications (if applicable).

Attached:

- 10 Student Data Sheets

AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

X Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

AgriScience (4070)

G. 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.

H. Ethnic Origin: (Select Only One)

X White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. 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.

Medical Technology

(Horticulture)

K. Please indicate below your plans after graduation from high schools:

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 SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School:

F. 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)

G. 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.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. 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.

doing.

VETERINARIAN (AG VETERINARIAN)

K. Please indicate below your plans after graduation from high schools:

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 SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

(9, 10, 11, 12)

F. 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)

G. 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.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. 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.

doing.

Ag business & Marketing
wp some soil science

K. Please indicate below your plans after graduation from high schools:

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 SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

9-10-14

D. Year in Agriculture Program:

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

(9, 10, 11, 12)

F. 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)

G. 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.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. 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 be a police officer

(Ag Teacher)

K. Please indicate below your plans after graduation from high schools:

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 SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

(9, 10, 11, 12)

F. 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)

G. 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.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. 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.

Ag teacher

K. Please indicate below your plans after graduation from high schools:

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 SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

9/10/14

D. Year in Agriculture Program:

1st

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

9

(9, 10, 11, 12)

F. 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)

G. 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.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. 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.

doing.

(Business man)
FFA officer

K. Please indicate below your plans after graduation from high schools:

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 SHEET DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Date:

D. Year in Agriculture Program:

E. Grade Level in School:

F. 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)

G. 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.

H. Ethnic Origin: (Select Only One)

White

Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J.

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.

Social Worker
(Ag Sales)

K. Please indicate below your plans after graduation from high schools:

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 SHEET DATA SHEET

A. Name

Last Name

First Name, MI

M

B. Gender: Male

Female

X

C. Date:

9-10-14

D. Year in Agriculture Program:

3rd.

(1st, 2nd, 3rd, 4th)

E. Grade Level in School:

12

(9, 10, 11, 12)

F. 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 Agriculture (4070)

G. I Am Taking This Course Because: (Select One)

I plan a career in agriculture

X Not a career, just an interest in agriculture.

Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

White

X Hispanic

Black (Except Hispanic)

Filipino

Asian or Pacific Islander

American Indian/Native American

Other

I. Locator Data:

Street Address:

1731 E St.

Phone Number:

(202) 626-7028

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

J. 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.

Pharmacy technician (by teacher)

K. Please indicate below your plans after graduation from high schools:

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

B
Student Files

All students have a folder within the student data file cabinet that is stored in the Agriculture Department Office. Each folder has the student's data sheets, record book, and proficiency applications (if applicable). This folder is maintained and updated each year with current information. The student's folder is kept until one year after graduation.

Attached:

- Photos of the Livingston High School's filing system.

B

Student Data Files

Pictured to the left: A student's data file containing her student data sheets, record books, as well as a copy of her Proficiency application.

Pictured to the left: A side view of current agriculture student files. In these files is where student data sheets, record books, and copy of proficiency applications .

C
Course Outlines

Currently, I teach Food Science and Integrated Agriculture Biology. The course outlines for both of those courses for this school year are attached. Additional course outlines for courses taught at Livingston High School can be made available upon request.

Attached:

- Food Science Course Outline
- Agriculture Biology Course Outline

Career and Alternative Education
Merced County Regional Occupational Program

Accredited by Western Association of Schools and Colleges
Approved by California Department of Education

Food Science I/II
Course Outline

Every Student a Success

Lee Andersen, Ph.D.
Merced County Superintendent of Schools

Approved by the Merced County Board of Education – July 10, 2006

ROP Food Science**PHILOSOPHY**

MCROP delivers innovative educational programs to high school and adult students in preparation for 21st century careers, higher education, and life-long learning.

PROGRAM GOALS

The goal of the program is to develop students' academic, technical, and interpersonal skills so they will be prepared to:

- Secure employment
- Upgrade skills
- Enter advanced career-technical training
- Pursue college related courses

COURSE TITLE: Food Science

STATE APPROVAL DATE:

STATE ID NUMBER:

ADVISORY COMMITTEE

APPROVAL/REVIEW DATE: June 16, 2006

CBEDS TITLE: Other Agriculture Course

CBEDS NUMBER: 4098

I. COURSE DESCRIPTION

FOOD SCIENCE applies fundamental scientific principles to the research, development, manufacturing, packaging, storage, and marketing of food products. This applied, laboratory-based course, which focuses on food processing, is designed to educate students about functional components of foods, food safety, nutrition, sensory evaluation, quality assurance, new product development, food chemistry, food processing and engineering.

Course instruction

This course will explore the role of food in respect to its historical, nutritional, social, environmental and industrial contexts. It will investigate the management of food quality and safety, explore the processes involved in food production, encompassing processes at the farm level and during primary production and the science and physics of food production. The study of Food Science includes all types of foods, such as fruits and vegetables, meat and poultry, dairy products, and further processed foods that you find in the grocery store and restaurants.

Key instructional methods include direct supervision via lectures and PowerPoint presentations, discussion, cooperative learning, project-based learning, career development portfolio, and numerous processing labs.

The structure of the course includes students attending class daily for one period.

Leadership skills are developed through FFA (Future Farmers of America).

Hours: 180 hours for one year at one period/day

Prerequisites: Junior/Senior Status

Helpful Courses/ Experience:

- Introduction to Agriculture
- Ag Biology
- Ag Science II
- Internships in Agriculture

Articulation: Modesto Junior College has a food and nutrition course which will be explored for possible articulation.

Academic Credit: Under consideration

II. ROP CERTIFICATE AND/OR INDUSTRY LICENSING

To earn an ROP certificate for this course, the student must accomplish the following:

- Achieve a course grade of B or higher
- Satisfactory completion of student performance objectives
- Demonstrate positive work ethics, attitudes, and attendance

The following industry certification is available for this course:

- N/A

III. MERCED COUNTY CAREER PATHWAYS AND REPRESENTATIVE JOB TITLES
Designated Career Pathway: Agriculture Food Science

Job Titles:

Entry Level

- Production Worker
- Crop Certification Inspector
- Dairy Products Inspector
- Fish and Fish Products Inspector
- Fruit and Vegetable Inspector
- Grain Inspector
- Livestock Inspector
- Poultry Inspector
- Butcher
- Meat Cutter
- Food Service Assistant

Technical Level

- Research Technician
- Food Science Technician
- Product Development Technologist
- Quality Assurance Technician

Technician Level-continued

- Product Development Technician
- Food Retail and Wholesale Buyer
- Applied Chemical Technician
- Marketing Assistant
- Food Service Supervisor

Professional Level

- Food Engineer
- Nutrition Scientist
- Food Chemist
- Food Microbiologist
- Sensory Scientist
- Product Development Scientist
- Food Marketing Director

IV. STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of the course, as aligned with MCROP ESLR's, the student will have:

Common to all Programs:

- Demonstrated awareness of employment opportunities in careers related to the industry.
- Developed employment literacy to include job readiness skills and technical reading and writing applications demonstrated by completion of an Employability Portfolio.
- Demonstrated safe work habits and attitudes.
- Exhibited leadership skills related to teamwork, communications, human relations, and community responsibility.

Common to this ROP Course/ Industry: Upon successful completion of the course, the student will have:

- Understanding of the four parts of the food industry.
- Identified the chemistry of foods.
- Understanding of the nutrition and digestion of foods.
- Identified various foods in a food composition table and described their nutritional value.
- Described the factors of quality in foods.
- An understanding of the unit operations in food processing.
- Discussed the reasons for dehydrating.
- Identified and described types and uses of packing.
- An understanding of the process of milk processing.
- Described the production of meat from cattle, sheep, hogs, and poultry.
- Described the general composition of grains, legumes, and oilseeds.
- Identified the parts of a plant considered a vegetable or a fruit.
- Listed the categories of food safety.
- Identified the agencies and laws that regulate foods and labeling.

V. ASSESSMENT OF STUDENT PERFORMANCE

Assessment of student performance will include but is not limited to:

- Employability Skills Evaluation
- Employability Portfolio and presentation
- Safety awareness in the classroom and/or community classroom setting
- Individual or group Project-Based Learning assignment
- Timely and complete required assignments
- Tests and quizzes
- Classroom participation, punctuality, and attendance
- Presentations/Exhibitions

VI. TEACHING METHODS, STRATEGIES AND TECHNIQUES

- Direct instruction and discussion
- Teacher developed materials
- Operation of equipment
- Group and/or independent Project-Based Learning assignment(s)
- Cooperative learning
- Portfolio development
- Audiovisual
- Computer applications, software, simulations
- Reading and writing assignments
- Investigations and research
- Business and/or community partnerships
- Student exhibitions and presentations
- Work-based learning opportunities
- Service Learning
- Business, school, and/or community surveys
- Guest speakers
- Business interviews
- Field trips
- Labs

VII. INSTRUCTIONAL MATERIALS AND EQUIPMENT

This includes, but is not limited to, computer resources, textbooks, video/audiovisual, websites, trade publications, laboratory materials, and specialized equipment.

A. Computer Software

1. Microsoft Office Suite

B. Required Reading and/or Text

1. Job Finders Handbook, Merced County ROP
2. Who am I Book, Merced County ROP

C. Student Reading Selection

1. Introduction to Food Science by Rick Parker, Delmar Learning 2003

D. Instructor Reference Materials (*common to all program areas)

1. * Merced County ROP ESLR's
2. * Merced County ROP Curriculum Handbook
3. * Merced County Business to Education Resource Guide
4. * California Department of Education Business Education Career Path and Model Curriculum Standards
5. * English-Language Arts Content Standards for California Public Schools
6. * Mathematics Content Standards for California Public Schools
7. * Labor Market Information/Websites
8. Discovering Food
9. Guide to Good Food
10. Nutrition Curriculum Activities Kit
11. Discovering Nutrition
12. Nutrition Education Today
13. The World of Food
14. Lessons on Meat Processing
15. Food Science Lab Activities

General Workplace Skills:

Known as Merced County ROP ESLR's, General Workplace Skills are common to all MCROP program areas. They are taught in the specific context of each course. ESLR's are aligned with the National SCANS Competencies, California Department of Education State Career Preparation Standards, and All Aspects of the Industry components. Technical Reading, Writing and Math standards are integrated for the industry specific course when appropriate, and are aligned with the English-Language Arts Content Standards and the Mathematics Content Standards for California Public Schools. All skills are assessed for student certification.

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
I. MCROP ESLR 1: Ethically & Socially Skilled Person Who	5	5	FS-5.a, FS-5.e-f FS-6.a-c FS-7.a-b SCPS: 1-6 AI: 1, 4-9 NCDG: SK-1a, c SK-2 a SK-2 b-d EOE-2 c EOE-2 e EOE-4 a-g EOE-6 a-e EOE-8 b-c EOE-9 a, f-h English/L.A.: Grades 9-10 <u>Reading Comprehension</u> 2.6 G9/10-2.1* <u>Writing Strategies</u> 1.1-1.6 G9/10-1.8* <u>Writing Applications</u> G9/10-2.5* 2.6 <u>Written & Oral English</u> <u>Language Conventions</u> G9/10-1.1-1.4* <u>Listening & Speaking</u> 1.7 <u>Speaking Applications</u> 2.2.b-d, 2.3a-g English/L.A.: Grades 11-12 <u>Reading Comprehension</u> 2.3 <u>Writing Strategies</u> 1.8 <u>Writing Applications</u> 2.5.a-d, 2.6.a-d <u>Written & Oral English</u> <u>Language Conventions</u> 1.1-1.2 <u>Speaking Applications</u> 2.4.a-d <i>* Meets Standards Identified on the California High School Exit Exam</i>
A. Work cooperatively as a team member and demonstrate respect for ALL co-workers 1. demonstrate interpersonal skills which include the ability to be friendly, courteous, sensitive to others' feelings, cooperative and tactful when working with co-workers and supervisors. 2. exhibit employment qualities expected in successful employer/employee relationships. 3. use effective conflict resolution and negotiation skills when presented with a challenging situation or topic. 4. demonstrate respect for healthy gender and cultural work relationships. 5. discuss employer and employee responsibilities as they pertain to sexual harassment.			
B. Arrive on time, stay on task, and follow attendance and other classroom policies. 1. comply with classroom and worksite rules, procedures and attendance policies. 2. efficiently complete tasks and assignments within given time limits.			
C. Model honesty, integrity and loyalty. 1. display ethical behavior when performing classroom and worksite assignments. 2. maintain loyalty and confidentiality when dealing with sensitive classroom and/or worksite situations.			
D. Demonstrate initiative 1. display initiative when performing classroom and worksite assignments			
E. Display leadership skills 1. practice effective public speaking skills. 2. flexible to assume leadership roles in a variety of individual and/or group situations.			
F. Demonstrates the skills and resources to attain employment. 1. apply effective job search techniques. 2. complete all components of the MCROP Employability Portfolio*. 3. demonstrate effective job interview techniques. 4. present the MCROP Employability Portfolio*.			
G. Demonstrate appropriate grooming and hygiene 1. investigate appropriate hygiene practices in relationship to the industry specific course 2. display proper attire in class and at the worksite.			

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
II. MCROP ESLR 2: Productive and Safe Workers Who:	5	5	<p>SCANS: FS-1.c-e FS-2.a-c, FS-2.f FS-3.a WC-1.a WC-2.e WC-4.a</p> <p>SCPS: 1, 3-6</p> <p>AI: 1-9</p> <p>NCDG: SK-1a-c SK-2 a-d SK-3 c-d EOE-1 a, e-f EOE-2 e EOE-3 h EOE-4 a, f-g EOE-5 c EOE-6 b, d EOE-9 a-c, f-g</p> <p>English/L.A.: Grades 9-10: <u>Reading Comprehension</u> G9/10-2.1*</p> <p><u>Writing Strategies</u> 1.2, 1.5</p> <p><u>Writing Applications</u> G9/10-2.6*</p> <p><u>Written & Oral English Language Conventions</u> G9/10-1.1-1.4*</p> <p><u>Speaking Applications</u> 2.5</p> <p>English/L.A.: Grades 11-12: <u>Reading Comprehension</u> 2.3</p> <p><u>Writing Strategies</u> 1.3</p> <p>Math <u>Statistics, Data Analysis and Probability</u> G6-1.1*</p> <p><u>Number Sense</u> G7-1.3* G7-1.6*</p> <p><u>Algebra Functions</u> G7-1.5*</p> <p><u>Mathematical Reasoning</u> G7-2.1* G7-2.4*</p> <p><i>* Meets Standards Identified on the California High School Exit Exam</i></p>
<p>A. Demonstrate the knowledge, skills and ability to competently complete the job</p> <ol style="list-style-type: none"> complete a work sample that demonstrates knowledge of entry- level skills. identify characteristics of a productive worker. <p>B. Demonstrate the ability to accept change.</p> <ol style="list-style-type: none"> develop an awareness of emerging employment trends and benefits of preparing for change.* describe the importance of flexibility and its role in the workplace. * <p>C. Read, write, speak and listen competently.</p> <ol style="list-style-type: none"> read, listen, comprehend, and discuss course specific materials. produce legible work that demonstrates accurate spelling, correct punctuation and capitalization.* demonstrate effective communication using the English language with peers, teachers, co-workers, and worksite supervisors through various communication modes. * <p>D. Identify, analyze, calculate, compute and apply information.</p> <ol style="list-style-type: none"> apply estimation, measurement, and calculation skills appropriate to the industry specific course. compute the range, mean, median and mode related to a set of data appropriate to the industry specific course.* convert fractions to decimals and percents and apply estimations, computations and application found in the industry specific course.* calculate the percentages of increases and decreases of a quantity as related to the industry specific course.* use estimation to verify the reasonableness of calculated results from applications within the industry specific course.* use a variety of methods (words, numbers, symbols, charts, graphs, diagrams or models) to explain mathematical reasoning as applicable within the industry specific course.* <p>E. Manage time, make decisions, and evaluate outcomes.</p> <ol style="list-style-type: none"> demonstrate the ability to set priorities and manage time effectively. solve real-world situations using decision-making or problem solving method. reflect and respond in writing to the Employability Skills Evaluation. <p>F. Utilize problem solving skills.</p> <ol style="list-style-type: none"> interpret, process, and apply effective problem solving and critical thinking skills to a variety of real-world situations relevant to the industry specific course. * <p>G. Understand and follow safety rules and regulations.</p> <ol style="list-style-type: none"> discuss practices necessary to maintain a safe working environment, including ergonomics and OSHA regulations. demonstrate safe working habits. pass the ROP course Safety Test with 100% accuracy. 			

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
III. MCROP ESLR 3: Lifelong Learners Who:	5	5	<p>SCANS: FS-2.b FS-3.b, FS-3.d WC-3.a</p> <p>SCPS: 1, 3, 6</p> <p>AI: 1, 4, 6-7</p> <p>NCDG: SK-1a, c-e EOE-1 a-f EOE-3 a-c, f, h EOE-4 a, f-g EOE-5 c EOE-6 a, d-e EOE-9 a-d, f-h</p> <p>English/L.A.: Grades 9-10: <u>Written & Oral English Language Conventions</u> 1.1-1.4</p> <p>English/L.A.: Grades 11-12: <u>Reading Comprehension</u> 2.3</p> <p><u>Written & Oral English Language Conventions</u> 1.1-1.2</p>
IV. MCROP ESLR 4: Users of Technology/Resources Who:	ESTIMATED HOURS		
	Yr. 1	Yr. 2	
<p>A. Effectively select, apply, maintain, and troubleshoot technology and resources relevant to their field.</p> <ol style="list-style-type: none"> 1. identify appropriate methods, resources, and tools to resolve and troubleshoot technology problems to implement effective solutions. <p>B. Adapt to ever-changing technologies and resources by identifying, learning, and applying new skills to improve job performance.</p> <ol style="list-style-type: none"> 2. identify emerging technology and trends appropriate to the industry specific course. 3. apply new skills learned in the classroom and/or at the worksite to maintain and improve job performance. <p>C. Demonstrate the ability to identify, plan, and allocate resources.</p> <ol style="list-style-type: none"> 1. identify, organize, plan, and allocate resources in relationship to time, money, materials, facilities, and human resources. <p>D. Demonstrate the ability to integrate technology and resources in the work environment.</p> <ol style="list-style-type: none"> 1. utilize technology and apply resources relevant to the industry specific course. <p>E. Effectively acquire, gather, interpret, comprehend, and process relevant information.</p> <ol style="list-style-type: none"> 1. maintain classroom assignments using a personal organization system. 2. use electronic media, manuals, and tutorials as resources to access information.* 3. complete a research writing sample.* 	5	5	<p>SCANS: FS-1.a-b WC-1.a-d WC-3.b WC-5.a, WC-5.c</p> <p>SCPS: 1, 3, 5, 7</p> <p>AI: 1-8</p> <p>NCDG: EOE-3 b</p> <p>English/L.A.: Grades 9-10: <u>Reading Comprehension</u> 2.4</p> <p><u>Writing Strategies</u> 1.1-1.9 G9/10-1.5, 1.8*</p> <p><u>Writing Applications</u> 2.3</p> <p><u>Written & Oral English Language Conventions</u> 1.0</p> <p>English/L.A.: Grades 11-12: <u>Writing Applications</u> 2.3</p> <p><u>Written & Oral English Language Conventions</u> 1.0</p> <p><i>* Meets Standards Identified on the California High School Exit Exam</i></p>

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
V. MCROP ESLR 5: Effective Users of Systems Who:	5	5	SCANS: FS-1.d-e WC-1.c WC-3.a WC-3.d WC-4.a WC-5.c SCPS: 1, 3, 5-7 AI: 1-9 English/L.A.: Grades 9-10: <u>Writing Strategies</u> 1.1-1.2, 1.8 G9/10-1.5, 1.8* <u>Written & Oral English Language Conventions</u> 1.0 <u>Speaking Applications</u> 2.3.a, c-e English/L.A.: Grades 11-12: <u>Writing Applications</u> 2.5.a-d <i>* Meets Standards Identified on the California High School Exit Exam</i>
A. Understand the social structure and the general function of the workplace. 1. explain the elements of All Aspects of the Industry. 2. research the social, organizational and technological systems of a business.* B. Proficiently use equipment, tools, and terminology. 1. utilize a computer and current program applications when completing the Employability Portfolio. 2. practice workplace vocabulary when presenting the Employability Portfolio. 3. demonstrate appropriate care and use of equipment and tools found in the classroom and/or at the worksite.			

Content Area Skills:

Content Area Skills contain Occupational Specific Standards aligned with California Department of Education Career Technical Standards and State Frameworks as available. In addition, Industry Specific Standards are aligned with local, state, and national industry standards as available. Technical Reading, Writing and Math standards are integrated for the industry specific course when appropriate, and are aligned with the English-Language Arts Content Standards and the Mathematics Content Standards for California Public Schools. All skills are assessed for student certification.

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
I. Orientation:	8	8	
A. Required Paperwork <ol style="list-style-type: none"> Complete and explain the purpose of the following ROP paperwork <ol style="list-style-type: none"> Socrates Enrollment Registration Permit 			CDE/Ag Business D-6.1,6.2,6.3
B. Classroom Procedures <ol style="list-style-type: none"> Demonstrate a clear understanding of attendance, and grading. 			CDE/Ag Business D-6.1,6.2,6.3
C. Safety <ol style="list-style-type: none"> OSHA: explain the purpose and function of OSHA in the workplace. Labor Laws for Teens: identify and explain the labor laws that govern teens in the workplace. Accident Prevention: describe accident prevention techniques and provide methods to prevent accidents in the workplace. Emergency Procedures: explain and implement procedures to be followed in the event of an emergency or accident in the workplace or classroom. Lab Safety 			English/L.A.: Grades 9-10 <u>Reading Comprehension</u> 2.3, 2.6 Grades 11-12 <u>Reading Comprehension</u> 2.3
D. Sexual Harassment <ol style="list-style-type: none"> Identify instances of sexual harassment and provide appropriate solutions to deal with such workplace issues. 			English/L.A.: Grades 9-10 <u>Reading Comprehension</u> 2.3, 2.6 Grades 11-12 <u>Reading Comprehension</u> 2.3
E. Work Ethics <ol style="list-style-type: none"> Identify, describe, and demonstrate positive work ethics in the workplace 			English/L.A.: Grades 9-10 <u>Reading Comprehension</u> 2.3, 2.6 Grades 11-12 <u>Reading Comprehension</u> 2.3

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
II. Career Development:	4	4	English/L.A.: Grade 9-10: <u>Reading Comprehension</u> 2.5 a-d Grade 11-12: <u>Reading Comprehension</u> 2.3
A. Agriculture Industry Opportunities 1. Explore, research, and describe the levels of career opportunities available to individuals in the agriculture food science industry. B. Self-Assessment 1. Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness. C. Occupational Goal-Setting 1. Develop a personal occupational plan that outlines specific career goals, and an action plan to achieve these outcomes.			
III. Employability:	ESTIMATED HOURS		
	Yr. 1	Yr. 2	
A. Employability Portfolio 1. Complete an employability portfolio containing the following: a. Table of Contents b. Resume c. Cover Letter d. Master Application Form e. Letter of Recommendation f. Employability Skills Evaluation g. Work Sample and caption. B. Portfolio Presentation/Interviewing Skills 1. Participate in an interview situation that includes the presentation of the Employability Portfolio.	15	15	English/L.A.: Grade 9-10: <u>Writing Applications</u> 2.5 a-d Grade 9-10: <u>Written & Oral English Language Conventions</u> 1.2, 1.3 Grade 11-12: <u>Writing Strategies</u> 1.8 Grade 11-12: <u>Writing Applications</u> 2.5 a-d Grade 11-12: <u>Written & Oral English Language Conventions</u> 1.1, 1.2 Grade 9-10: <u>Listening & Speaking</u> 1.7 Grade 9-10: <u>Speaking Applications</u> 2.3-a, 2.3-c, 2.3-d, 2.3-e, 2.3-g

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
IV. Business/Professional Communication:	5	5	
A. Interpersonal Communication <ol style="list-style-type: none"> 1. Effective communication: demonstrate the ability to communicate effectively with co-workers, supervisors, teachers, customers, and classmates. 2. Human Relations: demonstrate effective human relation skills while working with others. B. Written Communication <ol style="list-style-type: none"> 1. Business Correspondence: identify and create business appropriate memos and letters related to common industry practices. 2. Writing Sample/Research Paper: create a writing sample or research paper that demonstrates effective writing and communication skills used in the workplace. C. Oral Communication <ol style="list-style-type: none"> 1. Present Agriculture Research project to an audience determined by ROP instructor. 			English/LA: Grades 9-10: <u>Reading Comprehension</u> 2.3 Grades 9-10: <u>Writing Applications</u> 2.5 a-d Grades 9-10: <u>Speaking Application</u> 2.3 a-g Grades 9-10: <u>Speaking & Listening</u> 1.7 CDE/Ag Business A8.0, A8.1, A8.2

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
V. Leadership:	4	4	
A. Service Learning 1. Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community.			English/LA: Grade 9-10: <u>Speaking Applications</u> 2.5d Grade 9-10: <u>Listening & Speaking</u> 1.3, 1.4, 1.7, 1.9 Grade 9-10: <u>Speaking Applications</u> 2.6a, 2.6b, 2.6c
B. Student Organization 1. Actively participate in the applicable course student organization.			
C. Personal Growth and Development Through the Student Organization of FFA 1. Review and practice FFA policies from handbook. 2. List and describe FFA awards available to members 3. Identify FFA contest in which vocational –agriculture students may participate. 4. List the requirements for earning the Chapter FFA Degree, State FFA Degree, and American FFA Degree 5. Complete the FFA student data Sheet			
D. Critical Thinking/Problem Solving 1. List five characteristics of a critical thinker. 2. List criteria used to identify when a problem exists. 3. Identify the nature and specifics of a particular problem. 4. Define and describe the scientific method of problem solving. 5. Identify the information needed to solve the problem 6. Identify how to locate specific information related to the problem 7. List possible solutions to a problem 8. Evaluate the consequences of alternative solutions 9. Determine the best solution among the alternatives 10. Define discussion, disagreement, argument, inference, counterexample, and propaganda			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
VI. Agriculture Research Project:	5	5	
A. Written Project and Presentation in Agriculture 1. Complete a research project related to the food science industry that includes the following: <ul style="list-style-type: none"> • written report • presentation visuals • oral report 			English/LA: Grade 9-10: <u>Written & Oral English Language Conventions</u> 1.1, 1.2, 1.3, 1.4, 1.5 Grade 9-10: <u>Reading Comprehension</u> 2.5, 2.2 Grade 9-10: <u>Writing Applications</u> 2.3 Grade 9-10: <u>Writing Strategies</u> 1.9 Grade 9-10: <u>Speaking Applications</u> 1.2-b, 2.2-c, 2.2-d, 2.2-e, 2.2-f, 2.3-c, 2.3-d, 2.3-e, 2.3-f Grade 9-10: <u>Listening and Speaking</u> 1.3, 1.4, 1.7, 1.9 Grade 11-12: <u>Written & Oral English Language Conventions</u> 1.1, 1.2, 1.3 Grade 11-12: <u>Writing Applications</u> 2.6 Grade 11-12: <u>Writing Strategies</u> 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 Grade 11-12: <u>Speaking Applications</u> 2.4

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
VII. Scholarships/Higher Education	2	2	
A. College/University Application <ol style="list-style-type: none"> 1. Identify college and university application deadline dates. 2. Identify the components of the college/university application process. B. Entrance Requirements <ol style="list-style-type: none"> 1. Identify entrance requirements for CA community colleges, CSU and UC's. C. Financial Aid <ol style="list-style-type: none"> 1. Research and identify financial aid resources, deadlines, and application process. D. Trade Institutions <ol style="list-style-type: none"> 1. Identify different trade institutions, application requirements, and cost of tuition. 			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3
VIII. Food Science Careers	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
A. Career Development <ol style="list-style-type: none"> 1. List the basic skills and knowledge needed for successful employment and job advancement. 2. Describe the thinking skills needed for the workplace of today. 3. Identify the traits of an entrepreneur. 4. List occupational areas of the food industry. 5. Identify the careers that require a science background. 	3	3	English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.5 a-d Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A1.0, A.1, A.2

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
IX. Industry Explorations:	10	10	English/LA: Grade 9-10: <u>Listening & Speaking</u> 1.7 English/LA: Grade 9-10: <u>Writing Strategies</u> 1.1, 1.2 Grade 9-10: <u>Writing Applications</u> 2.6 a-d
A. Fieldtrip Exploration 1. Attend a fieldtrip to research various sectors within the agriculture industry which could include one or more of the following industry areas: <ul style="list-style-type: none"> • Dairy Science • Water Science • Environmental Science • Livestock Management • Agribusiness • Food Processing 2. Complete a reflection paper to summarize knowledge learned at the fieldtrip exploration.			
X. Personal Financial Management	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
A. Record Keeping 1. Explain the main reasons for keeping records. 2. Identify and demonstrate the guidelines for completing a record book.	10	10	English/LA: Grade 9-10: <u>Listening & Speaking</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 Mathematics: <u>Algebra Functions</u> G7-1.5

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XI. Safety and Learning the Procedures and Policies of Working in the Laboratory	15	15	
A. Tools and Layout 1. Identify the tools used in the kitchen. 2. Describe the layout of the kitchen. B. Safety Measures 1. <u>Accident Prevention</u> : Describe accident prevention techniques and provide methods to prevent accidents in the kitchen. 2. <u>Emergency Procedures</u> : Explain and implement procedures to be followed in the event of an emergency or accident in the kitchen or classroom. 3. Identify sources of safety information. C. Weights and Measures 1. Demonstrate conversions of measurements used in the kitchen. 2. Properly measure liquids and solids. 3. Read a scale and thermometer. 4. Demonstrate how to read a recipe to complete a project. D. Lab Organization 1. Demonstrate how to organize your work stations.			English/L.A.: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A3.0, A3.2, A3.3, A8.3, A8.4, A8.5 CDE/Math 1.3
XII. Overview of Food Science	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
A. Food Industry Organization 1. Name the four parts of the food industry. 2. Divide the food industry by major product lines. 3. Explain international aspects of the Food Industry. B. Food Industry Trends 1. Compare US food expenditures to other countries. 2. List four consumption trends. 3. Explain trends in meal purchases. 4. Identify allied industries.	4	4	English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.5 a-d Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A1.0, A1.1, A1.2, A1.3, A4.0, A4.4, A5.0, A5.1, A5.2, A5.3, A5.5, A6.3

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XIII. Nutrition and Digestion	10	10	
A. Nutritional Values <ol style="list-style-type: none"> 1. Identify nutritional needs using RDA or DRI. 2. Discuss the functions of energy, carbohydrates, fats, and proteins in the body. 3. Provide the calorie content of proteins, carbohydrates, and fats. 4. List the essential amino acids. 5. Name two protein-deficiency diseases. 6. Describe protein quality. 7. Name an essential fatty acid 8. List the water and fat soluble vitamins and their functions. 9. List six minerals required by the body. B. Digestion <ol style="list-style-type: none"> 1. Describe the process of digestion. 2. Identify the organs involved in digestion. 3. Discuss the relationship of diet to health. 			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science A4.0, A4.1, A4.4 CDE/Health 1.2a-d CDE/Math 1.1, 1.3, 1.6, 1.5, 2.1 CDE/Biology 1h, 9f CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10, a, 10,c, 10e

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XIV. Chemistry of Foods	4	4	
A. Chemical Properties <ol style="list-style-type: none"> Describe the chemical properties of an element. Name the three elements most important to life. Explain how covalent, hydrogen, and ionic bonds are formed. Define a molecule. Identify symbols for hydroxyl, amino, ammonia, methyl, and carboxyl. Discuss oxidation-reduction reactions. Describe the two divisions of metabolism. B. Carbohydrates <ol style="list-style-type: none"> Classify carbohydrates. Compare the sweetness of various sugars. Name the three uses of carbohydrates in foods. C. Proteins <ol style="list-style-type: none"> Describe the chemical makeup of proteins. Discuss the use and function of proteins in foods. D. Fats <ol style="list-style-type: none"> Classify lipids. Discuss the use of lipids or fats in foods. Identify saturated and unsaturated fats. List the fat and water soluble vitamins. E. Minerals <ol style="list-style-type: none"> Name ten minerals important in nutrition. F. Water Essentials <ol style="list-style-type: none"> List two functions of water in the body. G. Miscellaneous Chemicals <ol style="list-style-type: none"> Identify biotin, choline, and phytochemicals. 			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science A4.0, A4.1, A8.0, A8.1, A8.2, A8.4 CDE/Biology 1h, 9f CDE/Health 1.2a-d CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10a, 10c, 10e CDE/Physics 3a, 3b, 3c, 3d

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XV. Operations in Food Processing	5	5	
A. Material Handling 1. Describe material handling aspects in the food industry. B. Miscellaneous Operations 1. Name three methods of reducing the size of a food product. 2. Identify two general types of pumps. 3. Name three methods for separating food products. 4. Describe four factors that affect mixing. 5. Describe five factors influencing heat transfer. 6. Identify five unit processes that include heat transfer. 7. Discuss the uses of three common methods of drying. 8. List two examples of formed food. 9. Describe the purposes of concentration. 10. Identify two reasons for packaging food products. 11. Discuss why some unit operations overlap.			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science A8.0, A8.1, A8.2, A8.3, A10.0, A10.1 CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XVI. Packaging	3	3	
A. Packaging Concepts <ol style="list-style-type: none"> 1. Identify three types of food packaging. 2. Name and describe the use of four basic packaging materials. 3. List ten features or requirements of packaging materials. 4. Describe tests that measure the properties of packaging material. 5. Identify packages with special features. 6. Discuss how packaging addresses environmental concerns. 7. Identify and describe a packaging innovation. 			<p>English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> 2.3</p> <p>CDE/Food Science A10.0, A10.1, A10.2, A10.3, A10.4, A10.5</p> <p>CDE/Health 9.1b.1-9.1b.7</p> <p>CDE/Ag Business A8.1</p>

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XVII. Dairy Processing	10	10	
A. Dairy Processes <ol style="list-style-type: none"> 1. Define the term "milk". 2. Describe quality control during the production of milk and milk products. 3. Explain pasteurization and homogenization. 4. Identify three methods of pasteurization. 5. Describe the "solids" composition of milk. 6. List four beverages of milk products. B. Butter <ol style="list-style-type: none"> 1. Describe the process of separating butterfat. 2. Describe butterfat uses. C. Dairy Products <ol style="list-style-type: none"> 1. Name five concentrated or dried dairy products. 2. Identify three bacteria used to produce dairy products. 3. Name five fermented dairy products. D. Ice Cream <ol style="list-style-type: none"> 1. Describe the five steps in processing ice cream. E. USDA Grades <ol style="list-style-type: none"> 1. Describe three USDA quality grade shields 			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 CDE/AG Agriscience: C4.0, C4.3
XVIII. Meat Poultry and Eggs	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
A. Meat and Poultry <ol style="list-style-type: none"> 1. Describe the production of meat from cattle, pigs, and poultry. 2. Identify meat products from cattle, pigs, and poultry. 3. Discuss the general composition of meat and meat products. 4. List five factors affecting meat tenderness. 5. Describe the cooking process of meat. 6. Discuss the production of meat substitutes. 7. Identify quality grading of meat. B. Eggs <ol style="list-style-type: none"> 1. Describe egg production. 2. Identify factors affecting egg quality. 3. Discuss factors related to the grading of eggs. 	12	12	English/ELA Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 CDE/AG Agriscience: C4.0, C4.3 CDE/Animal Science: D12.0-D12.6

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XIX. Cereal Grains, Legumes, and Oilseed	5	5	
A. Grains <ol style="list-style-type: none"> 1. Diagram the general structure of a grain. 2. Name three cereal grains. 3. Describe the general composition of grains. B. Starches <ol style="list-style-type: none"> 1. Identify three properties of starch. 2. List four factors that must be controlled when cooking with starch. C. Flour <ol style="list-style-type: none"> 1. Discuss the milling of grain to flour. 2. Identify five types of wheat flour. 3. Explain the classes of wheat and grades of flour. 4. Identify the type of flours other than wheat flour. D. Corn <ol style="list-style-type: none"> 5. List the steps in corn refining. 6. Name four products derived from corn. E. Oilseeds <ol style="list-style-type: none"> 1. Describe the general composition of oilseed. 2. List four oilseeds and indicate the use of their products. F. Legumes <ol style="list-style-type: none"> 1. Describe the general composition of legumes. 2. Discuss the general uses of legumes. G. Soy Beans <ol style="list-style-type: none"> 1. Name four general categories of products from soybean extraction. 2. Identify five food products of soybean extraction. H. Baking Processes <ol style="list-style-type: none"> 1. Explain the various processes that occur during baking relevant to grains, legumes, and oils. 			English/ELA Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 CDE/Ag Plant & Soil Science: G3.0-G3.6, G9.0 G9.2, G10.0-G10.3, G11.0-G11.5

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XX. Fruits and Vegetables	10	10	
A. Structure and Physiology <ol style="list-style-type: none"> 1. Identify the parts of a plant considered a vegetable or a fruit. 2. Describe the nutrient composition of a fresh fruit or vegetable. 3. Discuss the structure of a plant cell. 4. Describe the plant tissues and their functions. 5. Explain climactic and non-climactic with examples. 6. Name one pigment in fruits or vegetables and describe how it responds to heat or Ph. 7. List four factors affecting the texture of fruits or vegetables. B. Grading <ol style="list-style-type: none"> 1. Describe how quality grade determines the use of a fruit or vegetable. C. Storage <ol style="list-style-type: none"> 1. List five factors considered during storage. D. Processing <ol style="list-style-type: none"> 1. Describe the processing of fruits. 2. Describe the processing of vegetables. 			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5 CDE/Ag Plant & Soil Science: G3.0-G3.6, G9.0, G9.2, G10.0-G10.3, G11.0-G11.5

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XXI. Food Safety	10	10	
A. Sanitation <ol style="list-style-type: none"> 1. List three categories of food safety. 2. Discuss the role of sanitation and cleaning during food safety processing. 3. Identify the correct order of sanitizing or cleaning a food contact surface. 4. Identify the microorganisms that provide an index of food sanitation. 5. Explain the two types of sanitation. B. Food-Borne Illness <ol style="list-style-type: none"> 1. Name four factors contributing to the development of a food-borne disease. 2. Identify four types of microorganisms that can cause food-borne illness. 3. Explain the five factors affecting microbial growth. 4. Name three types of food soils. C. Regulations <ol style="list-style-type: none"> 1. Identify the various agencies and their specific purpose involved in food safety regulations. 2. Describe the role of HACCP in food safety. 3. Describe measures being formulated in the area of Food Security and Food Defense. 			English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3 CDE/Food Science: A3.0, A3.2, A3.3, A9.0, A9.2, A9.5

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XXII. Regulation and Labeling	3	3	English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6 Grade 11-12: <u>Reading Comprehension</u> 2.3x CDE/Food Science A3.0, A3.2, A3.3, A4.0, A4.1 CDE/Health: 9.1b.1-9.1b.7 CDE/Ag Business: A8.0, A8.1
A. Agencies and Regulations <ol style="list-style-type: none"> 1. Identify the agencies and the laws that regulate foods and labeling. 2. Describe the functions of a quality assurance department. 3. Identify issues related to Ethical Treatment of Animals. 			
B. Labeling <ol style="list-style-type: none"> 1. Discuss the history of food labels. 2. List five features of new labels. 3. Name two general categories of food exempt from food labels. 			
C. Nutritional Identification <ol style="list-style-type: none"> 1. List six components found on the nutritional panel. 2. Describe the format of the nutritional panel. 3. Discuss the use of the DRVs. 4. Identify when these words can be used: Free, low, high, less, light and more. 5. List two health claim relationships that can be listed on a food package. 			

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
XXIII. Fats and Oils	3	3	<p>English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> 2.3x</p> <p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p> <p>CDE/Health: 9.1d, 1.2a-d</p> <p>CDE/AG Agriscience: C4.0, C4.3</p>
<p>A. Composition and Processes</p> <ol style="list-style-type: none"> 1. Explain saturated and unsaturated, cis, and trans, in terms and fatty acids. 2. Describe fatty acids. 3. Discuss melting point and the structure of fatty acids. 4. Identify six sources of fats and oils. 5. List eight functions fats and oils serve in food. 6. Compare the extraction of fats or oils from animals to that of plants. 7. Describe the processes in the refining and modifying of oils or fats after extraction. 8. Discuss monoglycerides and diglycerides and their uses. 9. Identify substances that may substitute for fat. 10. Describe two tests conducted on fats and oils. 			
XXIV. Candy and Confectionery	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
<p>A. Types of Candies</p> <ol style="list-style-type: none"> 1. Identify three crystalline and three non-crystalline candies. <p>B. Components of Candies and Confectionaries</p> <ol style="list-style-type: none"> 1. Explain the common components of candies and confectionaries. <p>C. Candy-making Processes</p> <ol style="list-style-type: none"> 1. Describe the relationship between sugar concentration and boiling point. 2. Identify two ways to invert sugar. 3. Explain caramelization in candy-making. 4. Name four sugar-based sweeteners developed by cornstarch. 5. Describe uses of high fructose corn starch. 6. List four sugar alcohols and four high intensity sweeteners. 7. Define Cocoa. 8. Explain the process of conching. <p>D. Labeling</p> <ol style="list-style-type: none"> 1. Discuss labeling requirements for candy. 	3	3	<p>English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> 2.3x</p> <p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p> <p>CDE/Health: 1.2a-d, 9.1d</p>

IX. COURSE HOURS:

Year One:	180
Year Two:	180
Community Classroom Hours:	N/A
Total Hours:	360

X. STANDARDS REFERENCE CODE:

• SCANS:	National Career Preparation Standards
• NCDG:	National Career Development Guidelines
• AI:	All Aspects of the Industry
• SCPS:	State Career Preparation Standards
• CDE/Food Science	California Career Technical Education Model Curriculum Standards for Food Science, Dietetics, and Nutrition
• CDE/Agriculture Education	California Career Technical Education Model Curriculum Standards for Agriculture and Natural Resources Industry Sector
▪ CDE/ Ag Business	Agricultural Business Pathway
▪ CDE/Ag Agriscience	Agriscience Pathway
▪ CDE/Ag Animal Science	Animal Science Pathway
▪ CDE/Ag Plant & Soil Science	Plant and Soil Science Pathway
• CDE/Biology	California Dept. of Education Biology/Life Science Content Standards
• CDE/Chemistry	California Dept. of Education Chemistry Science Content Standards
• CDE/Physics	California Dept. of Education Physics Science Content Standards
• CDE/Health	Health Framework for California Public Schools
• CDE English/ELA:	California Dept. of Education English/Language Arts Content Standards
• CDE Math:	California Dept. of Education

XI. LABOR MARKET INFORMATION: See Attached**XII. DEMONSTRATED EFFECTIVENESS**

New course. Follow-up will not be available until Spring of 2008.

I. COURSE TITLE AND LEVEL

Department
Course Length
Credit
Prerequisites
Grade Level

AG BIOLOGY
Agriculture
Two Semesters
Life Science (UC/CSU)
None
9-12

II. BRIEF DESCRIPTION

To meet the challenges of the future, the scientific community has recognized the importance of uniting efforts in understanding and caring for life and its systems. This course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend life's complexities based on biological studies, including how it is affected by human activities. It brings together the agriculture interactions that occur in the living world, and provides the learner with a solid understanding of the processes that take place within all areas of life on Earth. In addition, learners will gain experience in leadership development, SAE projects, and career exploration in the area of agriculture.

III. MAJOR GOALS AND OBJECTIVES

- Students will understand that the fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
- Students will understand that mutation and sexual reproduction lead to genetic variation in a population.
- Students will understand that a multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Students will understand that genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- Students will understand that the genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
- Students will understand that stability in an ecosystem is a balance between competing effects.
- Students will understand that the frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
- Students will understand that evolution is the result of genetic changes that occur in constantly changing environments.
- Students will understand that as a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
- Students will understand that organisms have a variety of mechanisms to combat disease.

- Students will understand that scientific progress is made by asking meaningful questions and conducting careful investigations.

IV. CAREER PERFORMANCE STANDARDS

- Students will understand how personal skill development affects employability.
- Students will understand key concepts in group dynamics, conflict resolution, and negotiation.
- Students will exhibit critical thinking skills, logical reasoning, and problem solving.
- Students will understand the principles of effective communication.
- Students will understand career paths and strategies for obtaining employment within their chosen field.
- Student will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.

V. COURSE OUTLINE

SEMESTER 1

1. Classroom Orientation
 - a. Class rules
 - b. Grading policy
2. FFA Leadership Development
 - a. History of the FFA
 - b. Local chapter, sectional, regional, state, and national organizations
 - c. FFA emblem and creed
 - d. FFA jacket, dress code, code of ethics, motto, and salute
 - e. FFA chapter officer duties
 - f. Basic principles of parliamentary procedure
3. Supervised Agriculture Experience Project
 - a. Introduction to SAE projects
 - b. Getting a project started
 - c. Long-range SAE plans
 - d. Introduction to the FFA record book
4. Investigation & Experimentation
 - a. Laboratory safety
 - b. Laboratory tools and equipment
5. The Science of Biology
 - a. What is Science?
 - i. What Science is and is not
 - ii. Evidence Based on Observation
 - iii. Interpreting the Evidence
 - iv. Explaining the Evidence
 - v. A Scientific View of the World
 - vi. Science and Human Values
 - b. How Scientists Work

- i. Designing an Experiment
 - ii. Publishing and Repeating Investigations
 - iii. When Experiments are Not Possible
 - iv. How a Theory Develops
 - c. Studying Life
 - i. Characteristics of Living Things
 - ii. Branches of Biology
 - iii. Biology in Everyday Life
 - d. Tools and Procedures
 - i. A Common Measurement System
 - ii. Analyzing Biological Data
 - iii. Microscopes
 - iv. Laboratory Techniques
 - v. Working Safely in Biology
- 6. Chemistry of Life
 - a. The Nature of Matter
 - i. Atoms
 - ii. Elements and Isotopes
 - iii. Chemical Compounds
 - iv. Chemical Bonds
 - b. Properties of Water
 - i. The Water Molecule
 - ii. Solutions and Suspensions
 - iii. Acids, Bases, and pH
 - c. Carbon Compounds
 - i. The Chemistry of Carbon
 - ii. Macromolecules
 - iii. Carbohydrates
 - iv. Lipids
 - v. Nucleic Acids
 - vi. Proteins
 - d. Chemical Reactions and Enzymes
 - i. Chemical Reactions
 - ii. Energy in Reactions
 - iii. Enzymes
 - iv. Enzyme Action
- 7. Cell Structure and Function
 - a. Life is Cellular
 - i. The Cell Theory
 - ii. Basic Cell Structures
 - iii. Prokaryotes and Eukaryotes
 - b. Cell Structures
 - i. Cell Wall
 - ii. Nucleus
 - iii. Cytoskeleton
 - iv. Organelles in the Cytoplasm

- v. Organelle DNA
 - vi. The Cell as a Factory
 - vii. Comparing Cells
 - c. Movement Through the Membrane
 - i. Cell Membrane
 - ii. Diffusion
 - iii. Osmosis
 - iv. Facilitated Diffusion
 - v. Active Transport
 - d. The Diversity of Cellular Life
 - i. Unicellular Organisms
 - ii. Multicellular Organisms
 - iii. Levels of Organization
- 8. Photosynthesis
 - a. Energy and Life
 - i. Autotrophs and Heterotrophs
 - ii. Chemical Energy and ATP
 - iii. ATP and Glucose
 - b. Photosynthesis: An Overview
 - i. Investigating Photosynthesis
 - ii. The Photosynthesis Equation
 - iii. Light and Pigments
 - c. The Reactions of Photosynthesis
 - i. Inside a Chloroplast
 - ii. NADPH
 - iii. Light-Dependent Reactions
 - iv. The Calvin Cycle
 - v. Factors Affecting Photosynthesis
- 9. Cellular Respiration
 - a. Chemical Pathways
 - i. Chemical Energy and Food
 - ii. Overview of Cellular Respiration
 - iii. Glycolysis
 - iv. Fermentation
 - b. The Krebs Cycle and Electron Transport
 - i. The Krebs Cycle
 - ii. Electron Transport
 - iii. The Totals
 - iv. Energy and Exercise
 - v. Comparing Photosynthesis and Cellular Respiration
- 10. Cell Growth and Division
 - a. Cell Growth
 - i. Limits to Cell Growth
 - b. Cell Division
 - i. Chromosomes
 - ii. The Cell Cycle

- iii. Events of the Cell Cycle
- iv. Mitosis
- v. Cytokinesis

11. Introduction to Genetics

- a. The Work of Gregor Mendel
 - i. Gregor Mendel's Peas
 - ii. Genes and Dominance
 - iii. Segregation
- b. Probability and Punnett Squares
 - i. Genetics and Probability
 - ii. Punnett Squares
 - iii. Probability and Segregation
 - iv. Probabilities Predict Averages
- c. Exploring Mendelian Genetics
 - i. Independent Assortment
 - ii. A Summary of Mendel's Principles
 - iii. Beyond Dominant and Recessive Alleles
 - iv. Applying Mendel's Principles
- d. Meiosis
 - i. Chromosome Number
 - ii. Phases of Meiosis
 - iii. Gamete Formation
 - iv. Comparing Mitosis and Meiosis
- e. Linkage and Gene Maps
 - i. Gene Linkage
 - ii. Gene Maps

SEMESTER 2

12. DNA and RNA

- a. DNA
 - i. Griffith and Transformation
 - ii. Avery and DNA
 - iii. The Hershey-Chase Experiment
 - iv. The Structure of DNA
- b. Chromosomes and DNA Replication
 - i. DNA and Chromosomes
 - ii. DNA Replication
- c. RNA and Protein Synthesis
 - i. The Structure of RNA
 - ii. Types of RNA
 - iii. Transcription
 - iv. RNA Editing
 - v. The Genetic Code
 - vi. Translation
 - vii. The Roles of RNA and DNA
 - viii. Genes and Proteins

- d. Mutations
 - i. Gene Mutations
 - ii. Chromosomal Mutations
- e. Gene Regulation
 - i. Gene Regulation: An Example
 - ii. Eukaryotic Gene Regulation
 - iii. Regulation and Development
- 13. Genetic Engineering
 - a. Changing the Living World
 - i. Selective Breeding
 - ii. Increasing Variation
 - b. Manipulating DNA
 - i. The Tools of Molecular Biology
 - ii. Using the DNA Sequence
 - c. Cell Transformation
 - i. Transforming Bacteria
 - ii. Transforming Plant Cells
 - iii. Transforming Animal Cells
 - d. Applications of Genetic Engineering
 - i. Transgenic Organisms
 - ii. Cloning
- 14. The Human Genome
 - a. Human Heredity
 - i. Human Chromosomes
 - ii. Human Traits
 - iii. Human Genes
 - iv. From Gene to Molecule
 - b. Human Chromosomes
 - i. Human Genes and Chromosomes
 - ii. Sex-Linked Genes
 - iii. X-Chromosome Inactivation
 - iv. Chromosomal Disorders
 - c. Human Molecular Genetics
 - i. Human DNA Analysis
 - ii. The Human Genome Project
 - iii. Gene Therapy
 - iv. Ethical Issues in Human Genetics
- 15. Darwin's Theory of Evolution
 - a. The Puzzle of Life's Diversity
 - i. Voyage of the *Beagle*
 - ii. Darwin's Observations
 - iii. The Journey Home
 - b. Ideas That Shaped Darwin's Thinking
 - i. An Ancient, Changing Earth
 - ii. Lamarck's Theory of Evolution
 - iii. Population Growth

- c. Darwin Presents His Case
 - i. Publication of *On the Origin of Species*
 - ii. Natural Variation and Artificial Selection
 - iii. Evolution by Natural Selection
 - iv. Evidence of Evolution
 - v. Summary of Darwin's Theory
- 16. Evolution of Populations
 - a. Genes and Variation
 - i. Darwin's Ideas Revisited
 - ii. Gene Pools
 - iii. Sources of Genetic Variation
 - iv. Single-Gene and Polygenic Traits
 - b. Evolution as Genetic Change
 - i. Natural Selection on Single-Gene Traits
 - ii. Natural Selection on Polygenic Traits
 - iii. Genetic Drift
 - iv. Evolution Versus Genetic Equilibrium
 - c. The Process of Speciation
 - i. Isolating Mechanisms
 - ii. Testing Natural Selection in Nature
 - iii. Speciation of Darwin's Finches
- 17. The History of Life
 - a. The Fossil Record
 - i. Fossils and Ancient Life
 - ii. How Fossils Form
 - iii. Interpreting Fossil Evidence
 - iv. Geologic Time Scale
 - b. Patterns of Evolution
 - i. Mass Extinctions
 - ii. Adaptive Radiation
 - iii. Convergent Evolution
- 18. Classification
 - a. Why Classify?
 - b. Assigning Scientific Names
 - c. Linnaeus's System of Classification
- 19. The Nervous System
 - a. Human Body Systems
 - i. Organization of the Body
 - ii. Maintaining Homeostasis
 - b. The Nervous System
 - i. Neurons
 - ii. The Nerve Impulse
 - iii. The Synapse
- 20. The Muscular System
 - a. Types of Muscle
 - b. Muscle Contraction

- c. Control of Muscle Contraction
- d. How Muscles and Bones Interact

21. Bacteria and Viruses

- a. Bacteria in Nature
 - i. Decomposers
 - ii. Nitrogen Fixers
 - iii. Bacteria and Disease
 - iv. Human Uses of Bacteria
 - v. Controlling Bacteria
- b. Viruses
 - i. What is a Virus?
 - ii. Viral Infection
 - iii. Viruses and Disease
 - iv. Are Viruses Alive?

22. The Immune System and Disease

- a. Infectious Disease
 - i. The Germ Theory of Disease
 - ii. Koch's Postulates
 - iii. Agents of Disease
 - iv. How Diseases are Spread
 - v. Fighting Infectious Diseases
- b. The Immune System
 - i. Nonspecific Defenses
 - ii. Specific Defenses
 - iii. Active Immunity
 - iv. Passive Immunity
- c. Immune System Disorders
 - i. Allergies
 - ii. Autoimmune Disease
 - iii. AIDS

23. Biosphere Energy and Cycles

- a. Energy Flow
 - i. Producers
 - ii. Consumers
 - iii. Feeding Relationships
 - iv. Ecological Pyramids
- b. Cycles of Matter
 - i. Recycling in the Biosphere
 - ii. The Water Cycle
 - iii. Nutrient Cycles
 - iv. Nutrient Limitation

24. Ecosystems and Populations

- a. What Shapes an Ecosystem?
 - i. Biotic and Abiotic Factors
 - ii. The Niche

- iii. Community Interactions
 - iv. Ecological Succession
 - b. How Populations Grow
 - i. Characteristics of Populations
 - ii. Population Growth
 - iii. Exponential Growth
 - iv. Logistic Growth
 - c. Limits to Growth
 - i. Limiting Factors
 - ii. Density-Dependent Factors
 - iii. Density-Independent Factors
 - d. Human Population Growth
 - i. Historical Overview
 - ii. Patterns of Population Growth
 - iii. Future Population Growth
- 25. Biodiversity
 - a. Biodiversity
 - i. The Value of Biodiversity
 - ii. Threats to Biodiversity
 - iii. Habitat Alteration and Fragmentation
 - iv. Demand for Wildlife Products
 - v. Pollution
 - vi. Introduced Species
 - vii. Conserving Biodiversity
 - b. Charting a Course for the Future
 - i. Ozone Depletion
 - ii. Global Warming
 - iii. The Value of a Healthy Biosphere

VI. INSTRUCTIONAL MATERIALS

Biology, by Prentice Hall

The Official FFA Manual, by the National FFA Organization

VII. KEY ASSIGNMENTS

- Laboratory experiments highlight key state standards
- Hands-on activities such as map reading, data analysis, timeline construction, model-making
- Research projects
- Multimedia presentations
- Posters and other types of display presentations related to various topics

VIII. INSTRUCTIONAL METHODS AND/OR STRATEGIES

- Teacher led discussion

- Hands-on activities
- Lab experiments
- Group projects

IX. ASSESSMENT METHODS

- Lab practical examinations
- Tests and quizzes
- Group and individual projects/reports
- Lab experiments and activities

D

Aeries Gradebook

I keep a computerized grade book. Last year, I would update the student's grade every weekend and then post the grades every Monday by student ID number. Now that students have all been given a laptop, they have constant access to check Aeries. This makes it much more convenient for students to be aware of their current grade and any missing assignments. Parents also have access to a Parent Portal in which they can keep check on their student's progress.

Attached:

- Grade book printout for all five sections that I teach. Grades are shown by the student's high school ID number.

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Gradebook Summary																	Kuhr, S
5 - Food Sci 1 - Y																	
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		20	10	3	25	10	25	100	100	10	15	10	25	15	20	10	
**Grading Completed:		☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	14 Assmnts
11968	12	20	10	2	25	10	25	80	98	10	15		25	11	20	8	76.53
11987	12	20		2	25	5		80	86	10		10		*NA	20	9	73.38
11999	12				16			0	51	10		10	25		16	4	34.31
12023	12	15	10		25	10	20	100	95	10	15	10	25	9	20	9	93.42
12062	12	20	10		25	10	25	80	87	10	15	10	25	8	20	8	89.80
12072	12	15	10	1	25	5	20	50	73	10	15	10	25	8	18	10	72.92
12078	12	20	10	1	25	5	25	80	85	10	15	10	25	11	19	10	81.65
12081	12	20			25	5	20	90	90	10	15	10		6	20	10	75.26
12084	12	20	10	2	25	5	25	100	90	10	15	10	25	9	20	8	82.28
12096	12	20	10		25	5	5	10	78	10	15	10	25	15	19	10	72.00
12097	12	15			25	5		50	74	10		10		5	13	5	58.19
12099	12	20	10	1	25	10	25	100	91	10	15	10	25	*NA	20	8	95.52
12136	12	15	10		25	5	20	60	72	10	15	10	25	11	19	10	76.19
12142	12	*NA	*NA		25	5	20	60	85		15	10		3	19	7	65.55
12462	11	15	10		25	5	25	80	88	10		10	25	10	20	10	78.95
12528	11	20	10	1	25	5	25	90	99	10	15	10	25	11	20	5	81.49
12539	11	20	10	4	25	10	25	80	100	10		10		13			81.84
12572	11	20	10	1	25	10	25	100	94	10	15	10	25	10	20	10	95.90
12605	11	20	10	1	25	10	15	100	100	10	15	10	20	14	20		90.76
12639	11	20	10		25	5	15	90	96	10	15	10	25	13	20	10	84.50
12687	11	15			25	5	23	50	85	10		10	20	15	20	8	74.60
12689	11	15	10	1	25	10	25	100	98	10	15	10	25	*NA	20	9	97.44
12742	11	15			13	5	23	80	80	10	15	10	25	8	17	10	75.07
12778	11	20	10	1	25	10	25	100	92	10	15	10	25	*NA	20	10	98.98
13020	10	5			25	5		80	76	10		10	25	10		8	67.84
13047	10	10	10		25	10	15	50	95	10	10	10	25	8	18	10	84.92
13100	10	15	10	1	25	10	25	90	87	10	15	10	25	10	20	10	93.11
13111	10	10	10		25	10	25	90	93	10	15	10	25	11	19	8	92.44
13114	10	15	10		25	10	25	90	81	10	15	10	25	10	19	7	90.22
13115	10	15	10		25	10	15	70	78	10		10	25	10	13	10	85.36
13180	10	15	10		25	10	15	100	77	10	15	10	25	9	20	9	90.50
13258	12	*NA				10		20	90	10	15	10		8	15	8	69.75
13272	11	*NA	*NA		25	10	20	90	90	10	15	10	*NA	9	20	8	90.90
13293	11	*NA	*NA		25	5	20	70	72	10	15	*NA		6	19	8	63.03
13525	9	*NA	*NA		25	10	15	90	95	10	15	10	25	5	16	2	83.97
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Scores Based Upon Graded Assignments 1 - 999																	
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.																	

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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Gradebook Summary																	Kuhr, S
1 - Int Ag Bio - Y																	
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		40	40	50	20	0	10	10	10	20	10	10	20	10	10	30	
**Grading Completed:		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	6 Assmnts
11969	12	27	40			*	10	10	10			10	20	10	10	30	86.52
12189	12	39	35	18	15	*	10	8	10	18	10	10	20	10	10		81.00
12212	12	18	35	48		*		10	10				20	10		20	52.66
12320	12	20	35	35		*		10	10					10		30	31.60
12644	11	40	40	40		*	10	10	10	11		10	20	10	10	25	91.60
13290	12	40	40	50	20	*	10	10	10	19	10	10	20	10	10	30	94.17
13365	9	30	40	50	10	*2	10	10	10	10	10	10	20	10	10	30	85.71
13367	9	40	40	48	20	*1	8	10	10		10	10	20	10	10	30	85.13
13373	9	40	40	50	20	*1	10	10	10	20	10	10	20	10	10	30	91.57
13374	9	40	40	50	20	*	10	10	10	20	10	10	20	10	8	30	96.10
13409	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	96.10
13414	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	94.80
13419	9	26	35	50	10	*	10	10	10		10		20	10	10		38.52
13445	9	40		50	20	*	10	10	10	20		10	20	10	10	30	27.12
13464	9		40	50	15	*	10	10	10	12		10	10	10			81.44
13474	9	20	40	40	10	*	9	10	10	18	10	10	16	10	8	30	68.51
13492	9			30	5	*	10	10	10					10	10	30	73.79
13498	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	96.10
13522	9	39	40	50	20	*	10	8	10	15	10	10	20	10	8	30	97.40
13545	9	40	40	50	20	*1	10	10	10	20	10	10	20	10	10	30	94.80
13616	9	29	40	50	10	*	10		10		10		20	10	8	30	92.87
13623	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	98.70
13642	9	38	40	38		*	5	10	10		10		10	10	10	20	78.78
13644	9	10	35	30	5	*	5	8	10				20		8	30	81.81
13679	9	27	40	46	20	*	10	5	10	18	10	10	20	10	10	10	81.87
13715	9	30	40	40	20	*	10	10	10	19		10	20	10	10	30	97.40
13734	9	30	40	50	20	*	10	10	10	12	10	8	20	10	8	30	94.80
13756	10	39	40	50		*	10	10	10	12	10	10	20	10	10	25	100.00
13763	9		40		15	*1	8	10	10	18	10	10	20	10	10		67.38
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Scores Based Upon Graded Assignments 1 - 999																	
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.																	

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Gradebook Summary											Kuhr, S
1 - Int Ag Bio - Y											
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc
Max Points:		10	20	10	15	22	10	10	5	10	
**Grading Completed:		☐	☐	☐	☒	☒	☒	☒	☒	☒	6 Assmnts
11969	12	10	10		15	17	9	10	5		86.52
12189	12	10	17	8	15	8	*NA	10	5	9	81.00
12212	12	10	19		15	21	10	10		5	52.66
12320	12	10	10	8	15	17					31.60
12644	11	10	19		15	17	10	9	5	8	91.60
13290	12	10	18	10	15	18	10	9	5	10	94.17
13365	9	10	18	10	15	11	10	10	5	10	85.71
13367	9	10	18	8	15	13	10	6	5	9	85.13
13373	9	10	16	10	15	16	10	10	5	9	91.57
13374	9	10	19	10	15	19	10	10	5	10	96.10
13409	9	10	20	10	15	19	10	10	5	10	96.10
13414	9	10	20	10	15	18	10	10	5	10	94.80
13419	9	10	12	10	15	15	10	5			38.52
13445	9	10	10			16	10				27.12
13464	9	10	16		8	17	10	8	5		81.44
13474	9	10	14	10	15	9			5	7	68.51
13492	9	10			6	16	10		5		73.79
13498	9	10	20	10	15	19	10	10	5	10	96.10
13522	9	10	14	10	15	20	10	10	5	10	97.40
13545	9	10	19	10	15	18	10	10	5	10	94.80
13616	9	10	13	9	15	17	10	10	5	9	92.87
13623	9	10	17	10	15	21	10	10	5	10	98.70
13642	9	10	18	9	13	13	10		5	7	78.78
13644	9	10	12	10	15	8	10	10	5	10	81.81
13679	9	10			15	10	10	9	5	7	81.87
13715	9	10	20	10	15	20	10	10	5	10	97.40
13734	9	10	18	10	15	18	10	10	5	10	94.80
13756	10	10	15	10	15	22	10	10	5	10	100.00
13763	9	10	20	6		14	10		5		67.38
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc
Scores Based Upon Graded Assignments 1 - 999											
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.											

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Gradebook Summary																	Kuhr, S
2 - Int Ag Bio - Y																	
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		40	40	50	20	0	10	10	10	20	10	10	20	10	10	30	
**Grading Completed:		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	6 Assmnts
12679	11	40	40	50	20	*	8	10	10	20	10	10	20	10	10	30	92.20
13105	10	8	35	35		*	1	7	10		10			10	10		15.58
13349	9		40	50	15	*	10	5	10				20		4	30	79.39
13356	9	35	40	45	20	*	10	10	10	17	10	10	20	10	10	30	83.26
13376	9	30	40	50	15	*	10	10	10	20		10	20	10	10	30	98.06
13382	9		25			*					10		20		10	8	74.97
13387	9	25	40	50		*	8	10	10		10	10	20	10	10	30	91.57
13391	9	28	40	30	20	*	3	10	10	7	10		20	10		28	89.00
13400	9	16	35	45		*	9	10	10					8	10	30	26.92
13411	9		35	50	20	*	10	10	10	15	10		20	10	4	28	76.01
13412	9	38	35	45	10	*	10	10	10	7	10	8	20	10	8	20	26.26
13415	9	40	40	50	20	*	10	10	10	14	10	10	20	10	10	30	93.53
13421	9	40	40	50	10	*1	10	10	10	20	10	10	20	10	10	30	96.10
13425	9	35	40	50	15	*1	10	10	10	8	10	10	20	10	10	30	92.20
13428	9	37	35	50	15	*	10	10	10	20	10	10	20	10	10	28	95.46
13429	9		40	20		*		5	10					10	5		40.49
13509	9	35	35	33		*	5	2	10	15	10		20	8		18	11.42
13511	9	40	40	50	20	*	10	10	10	19	10	10	20	10	10	30	87.87
13540	9	32	40	48	10	*1	10	10	10	14	10	10	20	10	10	30	85.80
13572	9	34	35	40	15	*1	8	10	10	15	10		20	10	10		73.76
13573	9	31	40	48	20	*	7	5	10	8	10	10	20	10	10	25	85.85
13577	9	26	40	45		*	10	10	10	19			17	10	10	28	67.84
13581	9	10	35	50		*	10	10	10	20	10	10	20	10	10	30	89.63
13586	9	20	30	45		*	10	5	10	17		10	5	10	10		46.75
13587	9	28	40	45		*	10	10	10	17	10		20	10	10	30	92.87
13661	9	35	40	50	20	*	10	10	10	20	10	10	20	10	10	25	96.76
13670	9	31	35	45	18	*	5	10	10	18	10	10	20	10	10	30	92.87
13676	9	40	40	50	20	*1	10	10	10	14	10	10	20	10	10	30	87.04
13690	9			20		*2		2	10		10		20		4	20	24.41
14057	10	*NA	40	40		*				17			20		10	30	86.55
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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Gradebook Summary											
2 - Int Ag Bio - Y											
											Kuhr, S
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc
Max Points:		10	20	10	15	22	10	10	5	10	
**Grading Completed:		☐	☐	☐	☒	☒	☒	☒	☒	☒	6 Assmnts
12679	11	10	20	10	15	16	10	10	5	10	92.20
13105	10	10				12					15.58
13349	9	10	12	10	15	12	10		5	8	79.39
13356	9	10	15	10	15	14	10	10	5		83.26
13376	9	10	20	10	15	21	10	9	5	10	98.06
13382	9	10		10	15	13	9		5		74.97
13387	9	10	11	10	15	16	10	9	5	10	91.57
13391	9	10	14	10	15	15	10	10	5	7	89.00
13400	9	10	11		15	9	9				26.92
13411	9	10			15	5	9	10	5	8	76.01
13412	9	10	11	10	15	8	10				26.26
13415	9	10	20	10	15	18	10	8	5	10	93.53
13421	9	10	15	10	15	19	10	10	5	10	96.10
13425	9	10	17	10	15	16	10	10	5	10	92.20
13428	9	10	12	10	15	19	10	9	5	10	95.46
13429	9	10		6	15	17	7	7			40.49
13509	9	10			10		8				11.42
13511	9	10		6	10	20	10	10	5		87.87
13540	9	10	15	10	15	14	10	8	5	6	85.80
13572	9	10				15	10	8	5		73.76
13573	9	10	12	6	15	16	6	8	5	6	85.85
13577	9	10	9	6	15	8		8	5		67.84
13581	9	10	12	7	15	15	10	9	5	9	89.63
13586	9	10		10	15	14	10	10		10	46.75
13587	9	10	10	7	15	17	9	10	5	10	92.87
13661	9	10	19	10	15	20	10	10	5	9	96.76
13670	9	10	19	10	15	17	10	10	5	9	92.87
13676	9	10	20	10	15	13	10	8	5	10	87.04
13690	9	10	15		15	10	3				24.41
14057	10	10			15	18	10	7	5		86.55
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc
Scores Based Upon Graded Assignments 1 - 999											
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.											

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Gradebook Summary																	Kuhr, S
3 - Int Ag Bio - Y																	
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		40	40	50	20	0	10	10	10	20	10	10	20	10	10	30	
**Grading Completed:		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	6 Assmnts
11964	12	30	35	50	20	*	10	10	10	20	10	10	20	10	10	30	92.32
12120	12	30	40	50	20	*	10	8	10	19	10	10	20	10	8	30	48.05
13345	9	37		50	10	*	10	10	10	20	10	10	18	10	10	30	83.95
13350	9	37	40	45	20	*	10	10	10	20	10		20	10	10	28	88.45
13380	9	38	35	50	15	*	10	10	10	20	10		20	10	10	30	77.46
13381	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	92.23
13394	9	5				*	4	2	10					10			0.00
13408	9					*	10	10	10							30	21.93
13417	9	40	40	50	15	*	10	10	10	17	10		20	10	10	30	87.73
13418	9	35	40	45	20	*	8	10	10	12	10	10	20	10	10	30	88.97
13424	9	39	40	50	10	*	10	10	10	19	10	10	20	10	10	30	89.61
13426	9	25	40	50		*	10	10	10	14	10		10	10	10	30	44.84
13435	9	23	35	35	10	*	10	6	10	7	10		10	10	8	28	81.47
13444	9	28	40	45	20	*	8	10	10	12	10	10	20	10	10	20	86.37
13446	9				15	*	10	10	5		10	10	20	10	8	30	34.05
13460	9	40	40	50	5	*	9	10	10	20	10	10	20	10	10	30	74.83
13466	9	28	40	8		*	8	10	10	8			20	10	10	20	78.73
13479	9	35	40	50	20	*	10	10	10		10		20	10	10	30	68.68
13480	9	28	35	30	20	*	10	5	10	9	10	10	20	10	10	30	89.63
13494	9					*											31.48
13506	9	40	40	50	15	*	8	10	10	13	10	10	20	10	8	30	90.93
13519	9	27	35	50	10	*	4	10	10		8	10	20	10	5	15	26.49
13534	9	40	40	50	20	*	10	10	10	20	10	10	20	10	15	30	92.69
13541	9	24	40	40		*1	10		10		10	10	20	10	8	28	27.44
13542	9	40	40	50	20	*	10	7	10	20	10	10	20	10	10	28	89.66
13550	9	18	40	45	20	*1	7	10	10		10	10	20	10	10		42.51
13558	9		40	40		*1	8	7	10					10	10		43.57
13560	9	30	40	50	20	*	10	10	10	20	10	10	20	10	8	30	92.23
13576	9	36	35	50	10	*	10	2	10	20			20	10	10	30	87.12
13643	9	36	40	45	15	*	10	9	10	20	10	10	20	10	10	30	90.27
13689	9	39	40	49	10	*	10	5	10	16	10	10	20	10	10	30	91.57
13693	10	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	97.40
13737	9	34	20	35	20	*	5	10	10	17	10	10	18	10		10	17.31
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Scores Based Upon Graded Assignments 1 - 999																	
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.																	

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Gradebook Summary												Kuhr, S
3 - Int Ag Bio - Y												
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	
Max Points:		10	20	10	15	22	10	10	5	10		
**Grading Completed:		☐	☐	☐	☒	☒	☒	☒	☒	☒	6 Assmnts	
11964	12	10	16	2	13	20	10	7	5	7	92.32	
12120	12	10	16	10	15	15	10	10		10	48.05	
13345	9	10	19		15	16	9		5	8	83.95	
13350	9	10	20	10	15	18	10	10	5		88.45	
13380	9	10	18	10	15	11	9		5	8	77.46	
13381	9	10	20	10	15	17	10	10	5	8	92.23	
13394	9	10	18								0.00	
13408	9	10				12	10				21.93	
13417	9	10	18	10	15	15	10	7	5	8	87.73	
13418	9	10	17	10	15	14	10	10	5	9	88.97	
13424	9	10	18	9	15	14	10	10	5	10	89.61	
13426	9	10	19		15	14	10	9		8	44.84	
13435	9	10	14	10	15	18	9		5		81.47	
13444	9	10	18	10	15	12	10	10	5	9	86.37	
13446	9	10			15	14	10				34.05	
13460	9	10	17	10	15	8	9	10	5		74.83	
13466	9	10		10	15	11	10		5	9	78.73	
13479	9	10	18			15	10		5		68.68	
13480	9	10		10	15	15	10	10	5	8	89.63	
13494	9	10			15	13	8				31.48	
13506	9	10	11	10	15	16	10	9	5	9	90.93	
13519	9	10	11	10		16	9				26.49	
13534	9	10	19	9	15	17	*NA	10	5	9	92.69	
13541	9	10		10	15	5	5	4		9	27.44	
13542	9	10	18	10	15	16	9	10	5	7	89.66	
13550	9	10	18	10	15	21	9				42.51	
13558	9	10	20	10	15	14	6	10		9	43.57	
13560	9	10	18	10	15	17	10	10	5	8	92.23	
13576	9	10	18	8	15	16	10	5	5	7	87.12	
13643	9	10	16	10	15	15	10	10	5	9	90.27	
13689	9	10	17	10	15	16	10	10	5	9	91.57	
13693	10	10	20	10	15	20	10	10	5	10	97.40	
13737	9	10	18		15	6					17.31	
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	
Scores Based Upon Graded Assignments 1 - 999												
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.												

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Gradebook Summary																		Kuhr, S
4 - Int Ag Bio - Y																		
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc	
Max Points:		40	40	50	20	0	10	10	10	20	10	10	20	10	10	30		
**Grading Completed:		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	6 Assmnts	
11996	12			40		*	3	10	10	19	10	10	10	10	6		31.45	
12968	10	10	35	40		*	9	10	10	20	10	10	20	10	0	10	14.14	
12977	10					*		2	10						0		33.41	
13029	10	16	35	16		*	8	2	10			10	10	10	7		21.06	
13177	10					*		2	10						0		26.40	
13342	9	35	38	45	10	*	8	8	10	20	10	10	20	10	10	30	93.53	
13360	9	*NA	*NA	*NA	*NA	*	*NA	2	10			10		10	5		9.09	
13369	9	24	35	20		*	9	2	10		10	10	13	10	5	18	33.33	
13383	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	87.18	
13388	9	27	35	40		*	10	10	10			10	20	10	10		31.60	
13395	9		35	50		*		7	10					10	0		66.08	
13416	9	37	35	10	10	*	9	10	10	20	8	1	10	10	10	20	48.08	
13434	9	40	40	50	20	*	10	10	10	13	10	10	20	10	9	30	90.27	
13462	9	38	40	50	10	*	10	5	10	20	10	10	20	10	10	30	97.43	
13473	9	35	40	50	15	*	10	5	10	17	10	10	20	10	8	30	90.93	
13481	9	5	35	40		*	10	10	10			8	20	10	10	20	61.64	
13482	9	26	40	50		*	10	7	8	20		10	20	10	10		70.53	
13493	9	26	38			*		7	10	15		8	5	10	10		22.42	
13495	9	22	20	40	20	*1	5	0	10	16		8	10	10	4	30	21.78	
13500	9	40	40	50	20	*	9	10	10	20	10	10	20	10	10	30	94.83	
13515	9	40	20	45	5	*	9	7	10	11				10	10	20	41.64	
13528	9	38	40	50	20	*	10	10	10	20	10	10	20	10	10	30	94.83	
13530	9	38	35	45	20	*	10	5	10	20	10	8	20	10	10	30	32.75	
13532	9	*NA	*NA	*NA	*NA	*	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	10	30	81.90	
13538	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	97.40	
13547	9	18	35	40	14	*	10	7	10		10	10	18	10	10	16	37.83	
13553	9	40	40	40	20	*	10	10	10	20	10	10	20	10	10	30	89.63	
13584	9	40	40	50	20	*	10	10	10	20	10	10	20	10	10	30	98.70	
13624	9	20	35	45	20	*	10	10	10	17	10	10	20	10	10	20	89.78	
13637	9	40	40	50	10	*	9	10	10	17	10	10	20	10	0	30	47.44	
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc	
Scores Based Upon Graded Assignments 1 - 999																		
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.																		

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Gradebook Summary												Kuhr, S
4 - Int Ag Bio - Y												
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	
Max Points:		10	20	10	15	22	10	10	5	10		
**Grading Completed:		☐	☐	☐	☒	☒	☒	☒	☒	☒	6 Assmnts	
11996	12	10			15	12	10				31.45	
12968	10	10				6	10				14.14	
12977	10	10	13		15	14	9				33.41	
13029	10	10		10	15	4	10				21.06	
13177	10	10			15	13					26.40	
13342	9	10	20	10	15	18	10	10	5	8	93.53	
13360	9	10				7					9.09	
13369	9	10	14	9	15	11	10	5			33.33	
13383	9	10		10	15	18	10	8	5		87.18	
13388	9	10	19			17	10	5			31.60	
13395	9	10				13	10		5		66.08	
13416	9	10	11	10	15	16	10	10		8	48.08	
13434	9	10	19	10	15	15	10	10	5	9	90.27	
13462	9	10	18	10	15	21	10	10	5	8	97.43	
13473	9	10	13	10	15	16	10	10	5	8	90.93	
13481	9	10	12			13	3		5		61.64	
13482	9	10	20	10	15	13	10	10	3	9	70.53	
13493	9	10			15	7	6				22.42	
13495	9	10		8		7	10	10			21.78	
13500	9	10	19	10	15	19	10	10	5	8	94.83	
13515	9	10	18		15	13	10	6		8	41.64	
13528	9	10	20	10	15	19	10	10	5	8	94.83	
13530	9	10	19	10	15	13	10				32.75	
13532	9	10	14	5	15	11	10	6	5	8	81.90	
13538	9	10	20	10	15	20	10	10	5	10	97.40	
13547	9	10	14	10	15	13	10	8			37.83	
13553	9	10	20	10	15	15	10	10	5	8	89.63	
13584	9	10	20	10	15	21	10	10	5	10	98.70	
13624	9	10	13	10	15	20	10		5	8	89.78	
13637	9	10	18		15	16	10	9		8	47.44	
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	
Scores Based Upon Graded Assignments 1 - 999												
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.												

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Gradebook Summary				
1 - Int Ag Bio - Y				Kuhr, S
#	Type	Description	Assigned	Due Date
1	Notes/Classwork	Mitosis Packet	1/5/2015	1/9/2015
2	Notes/Classwork	Meiosis Foldable	1/12/2015	1/16/2015
3	Notes/Classwork	Mendel Packet	1/23/2015	2/16/2015
4	Notes/Classwork	Multiple Alleles/Polygenic Traits	1/26/2015	1/30/2015
5	Lab Activities	FFA	2/5/2015	2/6/2015
6	Lab Activities	Spongebob Genetics #2	2/5/2015	2/6/2015
7	Lab Activities	Human Inheritance Worksheet	2/5/2015	2/6/2015
8	Lab Activities	Paper Plate Genetics	2/5/2015	2/6/2015
9	Notes/Classwork	Chapter 11 textbook Review	2/9/2015	2/10/2015
10	Notes/Classwork	Mendelian Genetics Notes	1/27/2015	1/27/2015
11	Notes/Classwork	MonoHybrid Practice Problems	2/5/2015	2/5/2015
12	Lab Activities	GMO Debate	2/11/2015	2/11/2015
13	Notes/Classwork	Heredity Webquest	2/5/2015	2/5/2015
14	Notes/Classwork	New transgenic/hybrid Species	2/25/2015	3/26/2015
15	Notes/Classwork	Selective Breeding Packet	2/16/2015	2/27/2015
16	Notes/Classwork	Dare to Care for a Grizzly Bear	3/4/2015	3/4/2015
17	Notes/Classwork	New Horizons	3/5/2015	3/5/2015
18	Notes/Classwork	Chapter 3 Foldable	3/2/2015	3/3/2015
19	Notes/Classwork	Ecology Vocab Quizlet	3/16/2015	3/16/2015
20	Assessments	Ecology	3/27/2015	3/27/2015
21	Notes/Classwork	Comparing biodiversity of Spiders	3/25/2015	3/25/2015
22	Notes/Classwork	Section 3-2/3-3 Review	3/24/2015	3/24/2015
23	Lab Activities	Deer/Wolf Graph	3/20/2015	3/20/2015
24	Notes/Classwork	Energy Flow Notes	3/16/2015	3/16/2015

E

SAE Supervision Forms

Attached is a copy of the current project supervision forms used by Livingston High School Advisors. I supervise all sheep SAE projects including market and breeding. I also supervise all rabbit and poultry SAE projects. Currently, I have 17 rabbit exhibitors taking their SAE projects to Merced County Fair along with 6 market lambs, 1 breeding ewe, and 6 students enter a dozen eggs into the poultry show. I was in charge of advising four students as they prepared to present their SAE projects in local and sectional project competition.

Attached:

- 10 SAE project visitation forms completed

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 10/14	Instructor Kuhr
Project Title Small animal unit	Length of Visit 1:08 hours	
Project Type ownership	Student Comments	
<p>Recommendations</p> <ul style="list-style-type: none"> - possibly breed one doe for May Day Fair?? - log all the eggs collected into Excel - very clean, good job on the up keep of the building - Need to start preparing for project competition <ul style="list-style-type: none"> - poster - demonstration local project comp. will take place on Nov. 14-15 <p>Kuhr - make chicken posters</p>	<ul style="list-style-type: none"> * I will attempt to breed a good litter of rabbits for May Day Fair * Already logging amount of eggs collected each day * I plan to design a automatic watering system, and possibly expanding the small animal unit to house turkey hens <p><u>Project Comp</u></p> <ul style="list-style-type: none"> * create a new poster board about rabbits * I will go over improvements made to the building & what I plan to do * Explain the * Create a biosecurity poster * Explain the preparations for fair and explain what happens after fair 	
Student Signature [REDACTED]	Date 10/14	
Teacher Signature Stefanie Kuhr	Date 10/14	
Parent Signature Ma. Louise Maseo	Date 10/14	

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 10/21/14	Instructor <u>Kuhr</u>	
Project Title <u>Livingston True Value</u>		Length of Visit <u>45 minutes</u>	
Project Type <u>paid placement</u>		Student Comments <u>Saturday Classes</u> - get plants and pots donated by <u>Livingston True Value</u> - redo presentation board - find a day in spring to do the class - plan layout of the class - make fresh salsa to sample - confirm class through <u>True Value</u> - make flyer to market the class	
Recommendations <u>project competitions is just over a month away (Dec. 4th)</u> - don't procrastinate on updating project competition display board. <u>Local project comp. date: Nov. 14-15</u> <u>Project comp banquet Feb. 4th</u>			
Student Signature [REDACTED]			Date <u>10/21/14</u>
Teacher Signature <u>S. Kuhr</u>			Date <u>10/21/14</u>
Parent Signature <u>Heather Truesen</u>		Date <u>10/21/14</u>	

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 10/26/14	Instructor <u>Kuhr</u>
Project Title <u>Sweet Potatoes</u>		Length of Visit <u>30 minutes</u>
Project Type <u>Unpaid placement</u>		Student Comments
Recommendations <u>Preparation for project comp.</u> <u>local project comp. dates</u> <u>Nov. 14-15</u> <u>where? Doreva Produce</u> <u>Packing Shed</u> <u>12437 Magnolia Ave</u> <u>Livingston, CA</u> <u>Presentation board</u> <u>- needs to be updated</u> <u>Record book</u> <u>done?</u> <u>Direction of presentation?</u> <u>- Hot bed demonstration</u> <u>- talk about different equipment</u> <u>- tour of the packing shed</u> <u>What do you need from me?</u>		
Student Signature [REDACTED]	Date <u>10-29-14</u>	
Teacher Signature <u>Stephanie Kuhr</u>	Date <u>10/26/14</u>	
Parent Signature <u>Shirley Silva</u>	Date <u>10/29/14</u>	

SAE Project Visit Report Sheet

Name of Student [Redacted]	Date 10/26/14	Instructor <u>Kuhr</u>
Project Title : <u>Duroc Swine</u>		Length of Visit <u>30 minutes</u>
Project Type : <u>Breeding Project</u>		Student Comments
<p>Recommendations</p> <p><u>Preparation for project comp.</u></p> <p><u>Local project comp.</u> <u>Nov. 14-15</u></p> <p><u>Where?</u> <u>3290 Central</u> <u>Atwater, CA</u></p> <p><u>Presentation board:</u></p> <ul style="list-style-type: none"> - talk about the project - talk about future plans for project and yourself <p><u>What do you want to present during Project comp.?</u></p> <ul style="list-style-type: none"> - talk about the breeding of the three - talk about the new building/any updates needed to the building prior to the pigs moving there - future goals 		
<p>A.I. 2 x each</p> <p>Looking for boar to purchase</p> <p>Finish exterior wall</p> <p>Build pens Indoor / Outdoor</p>		
<p>Student Signature [Redacted]</p> <p>Date 10-29-14</p>		
<p>Teacher Signature <u>Stefanie Kuhr</u></p> <p>Date <u>10/26/14</u></p>		
<p>Parent Signature <u>Shirley Silva</u></p> <p>Date <u>10/29/14</u></p>		

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 10/27/14	Instructor <u>Kuhr</u>
Project Title <u>Succulents</u>		Length of Visit <u>45 minutes</u>
Project Type <u>Horticulture ownership</u>		<p>Student Comments</p> <p>Supplies needed for project day of comp.</p> <ul style="list-style-type: none"> - Beaker - toothbrush - soap - water - presentation board <p>Gen Greenhouse weekend before comp</p>
<p>Recommendations</p> <p>Project comp. in 1 week 11/04/14</p> <ul style="list-style-type: none"> - second one to present to judges - demonstration to include plant propagation insect repellent with dish soap & water - display board needs to include insect description of pest trying to control plant/succulent description of plants you own - marketing plan for plants who is your market? price point? 		
Student Signature [REDACTED]		
Date 10/27/14		
Teacher Signature <u>S. Kuhr</u>		Date 10/27/14
Parent Signature <u>Josh Aguilar</u>		Date 10-27-14

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 11/01/14	Instructor <u>Kuhr</u>
Project Title <u>C.H. Farms</u>		Length of Visit <u>30 minutes</u>
Project Type <u>Breeding sheep/goats</u>		<p>Student Comments</p> <p>additional project comp topics</p> <ul style="list-style-type: none"> • vaccinations • docking of tails • feed rations <p>Growth in project will be shown in by the number of head owned</p> <p>the Growth also in management needs of duties and responsibilities on the ranch</p>
<p>Recommendations</p> <p>Project competition on 11/04/14</p> <p style="padding-left: 20px;">- 5th in line to be judged</p> <p>What is your demonstration?</p> <p style="padding-left: 20px;">- castration of a kid</p> <p>- Need to update project board from last year.</p> <p>- Project needs to show growth from previous year</p> <p>Suggestions -</p> <p style="padding-left: 40px;">talk about marketing plan for kids and lambs</p>		
Student Signature [REDACTED]		
Date 11.01.14		
Teacher Signature <u>J. Kuhr</u>		Date 11/01/14
Parent Signature <u>Dirk Brunk</u>		Date 11.01.14

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 03/12	Instructor S. Kuhr	
Project Title Breeding Rabbits		Length of Visit 30 minutes	
Project Type 4 Avian Production		Student Comments Treated buck with a de-wormer and applied antibiotic, will keep an eye on him. Palpated does; 3 seemed to be pregnant will palpate 4th doe on 03/17/15 to confirm if pregnant. moved chicks to the small animal unit, measured space for 2nd avian coop (see blueprint). Made list of materials needed to build the 2nd avian coop; might purchase by the end of March.	
Recommendations Palpate all does this weekend (3/14-15) if not pregnant, rebreed Nest boxes need to put in the cages on 3/26 check for babies on 3/30-3/31 Keep an eye on the abnormal fur loss on the buck. May need an antibiotic Pick a date to purchase the supplies for the second avian coop. Measure out the available space ASAP.			
Student Signature [REDACTED]			Date 03/16/2015
Teacher Signature S. Kuhr			Date 03/12/15
Parent Signature <i>Ma. Louise Velasco</i>			Date 03/12/15

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 3/24/15	Instructor S. Kuhr
Project Title Market lamb		Length of Visit 30 minutes
Project Type Ownership		Student Comments
<p>Recommendations</p> <p>weigh your lamb today and a week from today so that we can figure out daily rate of gain</p> <p>- may need to adjust feed once we figure out rate of gain</p> <p>- Need to deworm animal 6 weeks prior to fair.</p> <p>- Now that the weather is warming up, you need to wash your animal so that we can rough shear him ASAP</p> <p>Need to schedule times for showmanship practice</p>		
Student Signature [REDACTED]	Date 3-24-15	<p>I'll walk my lamb right after school.</p> <p>I will weigh and wash on Saturday</p> <p>show on Sunday</p> <p>Can I have showmanship practice every Tuesday and Thursday until fair?</p> <p>Clean pens Sunday and Saturday, after school Wednesday.</p>
Teacher Signature S. Kuhr	Date 03/24/15	
Parent Signature J. Colver	Date 3-24-15	

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 3/24/15	Instructor Kuhr
Project Title Market Lamb		Length of Visit 30 minutes
Project Type Ownership		Student Comments <p>I will walk my lamb one hour a day.</p> <p>I will feed her 3x a day so that she gains weight.</p> <p>I will weight my lamb before the 18th and the following week so that I know her rate of gain</p>
<p>Recommendations</p> <p>Weigh your lamb today and a week from today so that we can figure out the daily rate of gain - continue feeding x3 daily</p> <p>-may need to adjust feed once we figure out rate of gain</p> <p>I would suggest feeding your lambs some supplements</p> <p>-sumo: I have some you can start feeding and see if it helps increase his appetite</p> <p>Need to wash animal so that we can rough shear to keep animal cooler as weather warms up</p>		
Student Signature [REDACTED]		
Teacher Signature S. Kuhr		
Parent Signature Brandon Fin		Date 3-24-15

SAE Project Visit Report Sheet

Name of Student [REDACTED]	Date 03/24/15	Instructor <u>Kuhr</u>	
Project Title <u>Market lamb</u>		Length of Visit	
Project Type <u>ownership</u>		Student Comments <p>I will weigh my lamb this Saturday, the 18th. I have taken part in washing & walking my lamb on schedule.</p> <p>Each day this week, I will walk my lamb and practice my showmanship.</p> <p>On April, 22nd 29th and May 6th, I will go to showmanship practice to receive constructive criticism from Mrs. Kuhr.</p>	
Recommendations <p>Weigh your lamb today and a week from today so that we can figure out the daily rate of gain - feed x2 daily</p> <p>- may need to adjust feed once we figure out rate of gain</p> <p>Also, schedule times for showmanship practice</p> <p>- wash animal so that we can rough shear animal.</p> <p>Weather is warming up and this will help keep the animal cooler</p>			
Student Signature [REDACTED]			Date <u>3-24-15</u>
Teacher Signature <u>S Kuhr</u>			Date <u>03/24/14 2015</u>
Parent Signature <u>Brandon Fri</u>		Date <u>3-24-14</u>

F
Board Approved SAE
Policy

Livingston High School follows the educational code. A Merced Union High School District Board approved policy could not be located but attached is a copy of the education code stating that there should be an SAE requirement for all students enrolled in an agriculture program.

Attached:

- Educational code for SAE Projects
- Biology Course Syllabus
- Food Science Course Syllabus

EDUCATION CODE

SECTION 52450-52454

52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.

(2) A student-supervised occupational experience program in agriculture.

(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

Livingston High School
Course: Agriculture Biology

Teacher: Mrs. Kuhr

Email: skuhr@muhsd.org

Textbook: Biology by Kenneth R. Miller and Joseph L. Levine. Prentice Hall (2002 Edition).

Expectations of Students: Be Terrific! At all times show the following characteristics:
Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

Classroom Guidelines

1. Be On Time – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. Be Considerate – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don't interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. Be Prepared – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. Be Respectful – Respect your classmates and teacher's opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. Be Responsible – You EARN your grade in this class; I don't GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures

Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures

1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Electronic devices may be allowed in class at the teacher's discretion. (Ask before assuming)
7. Ask permission before going to the bathroom. (3 free bathroom passes per quarter)
8. Clean up your own mess as well as the entire classroom at the end of every period.
9. The class is dismissed by the teacher not the bell. Only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Materials Needed

1. Spiral Notebook
2. Binder with 3 dividers
3. Pencil or Pens (Blue or Black only)
4. Colored Markers or Pencils
5. Highlighter

GRADING:

A rough breakdown of points is as follows:

<i>Assignments</i>	<i>30%</i>
<i>Tests & Quizzes</i>	<i>20%</i>
<i>Labs</i>	<i>30%</i>
<i>Notebook/Binder</i>	<i>20%</i>

Letter grades will be assigned based on the following scale:

A = 90%-100% **B** = 80%-89% **C** = 70%-79% **D** = 50%-69% **F** = 49% & below

Classwork and Homework:

Each student is required to keep their notebook neat and up to date. **The main reason that students fail is they do not turn in or complete their homework. Homework will be assigned and expected to be completed and returned on time.** Please check their student notebook for their assignments and due dates.

Late Work:

Assignments are considered late if it they are not completed before entering class on the due date. Any work turned in late will be reduced in value 50%. **Late work will be accepted until the day of the unit test.**

Make ups:

You must attend school to be successful. If you are absent, it is **your** responsibility to get the work that you have missed from me. At the start of each unit a unit plan will be provided with all assignments, notes, test and quizzes dates. Any notes can be copied from classmates. **Missed work will need to be made up no later than 1 week upon your return.** Homework request can be made through the counseling office, my e-mail or prior to a planned leave. **Athletes plan ahead!**

FFA, SAE, and Record Books:

If a student wishes to participate at fairs and shows through the FFA as well as earn the rewards, degrees, and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a minimum of 3 FFA activities per quarter and maintain an up-to-date record book for their SAE. Participation in FFA is **NOT** mandatory but is an amazing opportunity available.

If you have any questions or concerns, I am available in room 600 during the regular school day. I will also be available by appointment during second lunch, and after school Monday through Thursday. Please feel free to contact me via e-mail skuhr@muhsd.org. Messages can be left through the school office. I will try to return calls the same day or by the end of the week.

Please sign and return by 8/23 for 10 free points!

I, _____ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature _____

Date _____

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature _____

Date _____

Name: _____

Livingston High School Agriculture Department
Ag Food Science Classroom Policies

Mrs. Kuhr
skuhr@muhsd.org

Ag Dept. / Classroom Rules

1. The Agriculture Department will strictly adhere to Livingston High School's Student Responsibilities - Rules and Attendance policies. They are written and available for review in each student's school planners.
2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Students are expected to be respectful and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
4. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

Class/Classroom Policy Highlights

- a. Talking will not be allowed while the instructor or another member of the class is talking. (BE RESPECTFUL)
- b. There will be no hats worn inside the Agriculture Department building/classroom. Cell phones are not to be used, heard, and/or seen during school hours. If they are seen (hats & cell phones) or heard (cell phones), they will be confiscated.
- c. Each student is responsible for bringing (class materials) a notebook, pen/pencil, paper, and assignments to class each day. (Be prepared - Be responsible)
- d. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
- e. Straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you. You may not leave on your own accord.
- f. No one will be allowed to use the restroom during class time without permission from the instructor.
- g. Eating and/or gum chewing is not allowed in any Ag classroom/building during class time. Bottled water is permissible as long as it does not disrupt class and students throw away contents when done.
- h. Assignments are expected to be turned in on time. Late assignments are subject to a 25% deduction after 1 day, 50% after 2 days, 75% after 3 days, and 100% deducted after 4 or more school days. Assignments will not be accepted one week after the due day.
- i. It is the student's responsibility to communicate with the teacher on what was missed upon returning to class. Any missed quiz, test, and/or assignment must be made up within (3) days after returning to school for full credit. Failure to do so will result in a deducted score (see "h") to a score of 0 (zero).
- j. Treat your fellow classmates and learning environment with respect.
- k. Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

Behavior Expectations and Consequences

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior and/or action that do not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or LHS administration action.

We have discussed the above information (including the back side of this page) in class. Please take the time to discuss the information with your son/daughter. Sign and return this form to the Agriculture Department.

Date: _____ Student: _____ Parent/Guardian: _____

Class: _____

Period: _____

Livingston High School Agriculture Department Ag Food Science Classroom Policies

Mrs. Kuhr
skuhr@muhsd.org

Course Description:

This course is an introductory course on the principles of basic food science and the fundamentals of basic professional food preparation. With an emphasis on the "field to fork" concept, and by using agriculture as a learning vehicle, students will learn about food in its entirety, from propagation to harvest to preparation. Students will practice introductory food preparation techniques as they apply to fruits, vegetables, dairy, legumes, rice, grains, meats, poultry, sugars, herbs and spices using basic agriculture food commodities. Emphasis is placed on professional terminology, professional behavior, safety and sanitation, palate education, food crop production and origin, timing, organization, and teamwork. This course is a combination of lectures, labs, demonstrations, taste tests, guest speakers, and presentations that will provide the student with knowledge, skill, attitude, and appreciation for agriculture, food and the food industry.

Grading Policy:

The following grading system has been developed in order to be fair and equitable when assigning grades to students and is consistent with the philosophy and policies of the Merced Union High School District.

- I. Attendance / Behavior: Attendance and Behavior will account for 10% of the total grade earned during the grading period. 5 points are eligible each day for attendance and behavior. Points are deducted and/or eliminated each day/week due to absence, tardy, disruptive behavior, lack of preparation, etc... These points CANNOT be made up.
- II. Grading: Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

Ag Food Science

10%	FFA Participation
15%	Class Notebook
25%	Tests
40%	Classroom Assignments
10 %	Homework
100%	Total

III. *Materials Needed*

- **Spiral bound Notebook (minimum of 180 pages)**
- Textbook
- Pen / pencil
- **Lab Attire**:. You must always have closed toed shoes during labs.

- (*) **"FFA Participation"** - All of the Livingston High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum include an "intra-curricular" format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. 3 FFA activities each quarter makes up the 10% portion of a student's grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 3 required) go towards overall class "extra-credit", so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal.

G
Board Approved FFA
Policy

Livingston High School follows the educational code. A Merced Union High School District Board approved policy could not be located but attached is a copy of the education code stating that there should be an FFA requirement for all students enrolled in an agriculture program.

Attached:

- Educational code for FFA Projects
- Biology Course Syllabus
- Food Science Course Syllabus

EDUCATION CODE

SECTION 52450-52454

52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.

(2) A student-supervised occupational experience program in agriculture.

(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

Livingston High School
Course: Agriculture Biology

Teacher: Mrs. Kuhr

Email: skuhr@muhsd.org

Textbook: Biology by Kenneth R. Miller and Joseph L. Levine. Prentice Hall (2002 Edition).

Expectations of Students: Be Terrific! At all times show the following characteristics:
Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

Classroom Guidelines

1. Be On Time – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. Be Considerate – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don't interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. Be Prepared – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. Be Respectful – Respect your classmates and teacher's opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. Be Responsible – You EARN your grade in this class; I don't GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc.

Discipline Procedures

Class discipline procedures are based on the severity of the situation and follow school procedures.

Classroom Procedures

1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Electronic devices may be allowed in class at the teacher's discretion. (Ask before assuming)
7. Ask permission before going to the bathroom. (3 free bathroom passes per quarter)
8. Clean up your own mess as well as the entire classroom at the end of every period.
9. The class is dismissed by the teacher not the bell. Only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Materials Needed

1. Spiral Notebook
2. Binder with 3 dividers
3. Pencil or Pens (Blue or Black only)
4. Colored Markers or Pencils
5. Highlighter

GRADING:

A rough breakdown of points is as follows:

<i>Assignments</i>	<i>30%</i>
<i>Tests & Quizzes</i>	<i>20%</i>
<i>Labs</i>	<i>30%</i>
<i>Notebook/Binder</i>	<i>20%</i>

Letter grades will be assigned based on the following scale:

A = 90%-100% **B** = 80%-89% **C** = 70%-79% **D** = 50%-69% **F** = 49% & below

Classwork and Homework:

Each student is required to keep their notebook neat and up to date. **The main reason that students fail is they do not turn in or complete their homework. Homework will be assigned and expected to be completed and returned on time.** Please check their student notebook for their assignments and due dates.

Late Work:

Assignments are considered late if it they are not completed before entering class on the due date. Any work turned in late will be reduced in value 50%. **Late work will be accepted until the day of the unit test.**

Make ups:

You must attend school to be successful. If you are absent, it is **your** responsibility to get the work that you have missed from me. At the start of each unit a unit plan will be provided with all assignments, notes, test and quizzes dates. Any notes can be copied from classmates. **Missed work will need to be made up no later than 1 week upon your return.** Homework request can be made through the counseling office, my e-mail or prior to a planned leave. **Athletes plan ahead!**

FFA, SAE, and Record Books:

If a student wishes to participate at fairs and shows through the FFA as well as earn the rewards, degrees, and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a minimum of 3 FFA activities per quarter and maintain an up-to-date record book for their SAE. Participation in FFA is **NOT** mandatory but is an amazing opportunity available.

If you have any questions or concerns, I am available in room 600 during the regular school day. I will also be available by appointment during second lunch, and after school Monday through Thursday. Please feel free to contact me via e-mail skuhr@muhsd.org. Messages can be left through the school office. I will try to return calls the same day or by the end of the week.

Please sign and return by 8/23 for 10 free points!

I, _____ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature _____

Date _____

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature _____

Date _____

Name: _____

**Livingston High School Agriculture Department
Ag Food Science Classroom Policies**

Mrs. Kuhr
skuhr@muhsd.org

Ag Dept. / Classroom Rules

1. The Agriculture Department will strictly adhere to Livingston High School's Student Responsibilities - Rules and Attendance policies. They are written and available for review in each student's school planners.
2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Students are expected to be respectful and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
4. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

Class/Classroom Policy Highlights

- a. Talking will not be allowed while the instructor or another member of the class is talking. (BE RESPECTFUL)
- b. There will be no hats worn inside the Agriculture Department building/classroom. Cell phones are not to be used, heard, and/or seen during school hours. If they are seen (hats & cell phones) or heard (cell phones), they will be confiscated.
- c. Each student is responsible for bringing (class materials) a notebook, pen/pencil, paper, and assignments to class each day. (Be prepared - Be responsible)
- d. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
- e. Straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you. You may not leave on your own accord.
- f. No one will be allowed to use the restroom during class time without permission from the instructor.
- g. Eating and/or gum chewing is not allowed in any Ag classroom/building during class time. Bottled water is permissible as long as it does not disrupt class and students throw away contents when done.
- h. Assignments are expected to be turned in on time. Late assignments are subject to a 25% deduction after 1 day, 50% after 2 days, 75% after 3 days, and 100% deducted after 4 or more school days. Assignments will not be accepted one week after the due day.
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Parent/Guardian: _____

Class: _____

Period: _____

Livingston High School Agriculture Department Ag Food Science Classroom Policies

Mrs. Kuhr
skuhr@muhsd.org

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H Program of Work

Each year the Livingston FFA Program of Work is updated by the members, advisors, administration, and invested members of the community regarding the plan for the program. It covers all necessary information such as the FFA programs history, goals of the program, and the importance of Agricultural Education. A current copy of the Program of Work is sent to the Regional Supervisor by the 15th of December.

Attached:

- The 2014-2015 Program of Work for Livingston FFA

Livingston High School FFA

Livingston High School Agriculture Department

2014 - 2015

Program of Activities

Overview / Budgets

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President's Message

Dear Chapter Members,

The 2013 - 2014 school year is off to a great start as we strive to build up the excitement for another awesome year. The Livingston High School FFA Chapter is taking part in traditions that dates back to the start of this great organization. This year we have over 200+ freshman enrolled in at least one of our five agriculture classes. With such a large number of members, we were able to expand our number of Agriculture Advisors to three. Together the advisors and students are looking forward to a year full of fun, hard work, and personal growth.

With an officer team of six excited young adults we planned out the school year with one key idea in mind: *Increase member involvement in order to have a successful year.* The heart of every class, club and organization depends on its members. Without members it would not be possible to achieve anything. Our Chapter has the power to make a difference in not only our school but also in our community.

Our FFA Chapter offers a variety of opportunities to ensure that every member has an equal opportunity to be involved. A few of those opportunities include becoming an officer, raising animals as part of a SAE, attending conferences, and community service. The possibilities are endless!

I look forward to working with my officer team, advisors and fellow FFA members to leave a positive yet lasting mark on our chapter, school, and community. Gear up for a year full of excitement Livingston FFA! #AGPOWER!

Sincerely,

Hannah Friesen

Hannah Friesen
2014-2015 Chapter President

Officer's Message

Left to Right:

Top Row: Liliana Reyes (Secretary), Lindsay Silva (Reporter), Jazmin Becerra (Historian), Hayley Randall (Sentinel) and Georgina Reyes (Treasurer).

Bottom Row: Hannah Friesen (President) and Danielle Brusenski (Vice-President).

Dear Members,

As our officer team went on the annual officer retreat, we had high hopes for the 2014-2015 school year. After determining how our chapter positively impacts its members, we created the theme, "The grass is greener on the aggie side" to describe the benefits that come along with being a Livingston FFA Member.

Welcome back Livingston FFA to the 2014-2015 school year. We invite you to join us in our adventures and activities throughout this year. We have many fun and exciting activities planned for the membership. We will be having monthly FFA meetings, such as, a movie night meeting, burrito bingo, barnyard scramble, and even a trip to Frightmare Farms. We will also be attending various conferences and contests throughout the state. We invite you to join us while we attend MFE/ALA, Opening and Closing Ceremonies Contests, multiple field days and the State FFA leadership Contest. Last, but certainly not least, we encourage that you take on a SAE project to show at the Merced County Fair with your fellow members.

We are very excited to show you that the grass is greener on our side, the aggie side. In the FFA there are plenty of opportunities to grow and learn. We hope that you take full advantage of what lies ahead.

Hannah Friesen, Danielle Brusenski, Liliana Reyes, Georgina Reyes, Lindsay Silva, Hayley Randall, and Jazmin Becerra

2014-2015 Chapter Officers

Advisor's Message

Louis Randall, Kaylyn Schiber, Stefanie Kuhr, and Kevin McGuire

Dear Chapter Members,

The Advisors of the Livingston High School FFA would like to welcome everyone to the Livingston FFA and Agriculture program for the 2014-2015 school year!

As Advisors, we are committed to making a positive difference in the lives of young people through the variety of resources and opportunities that agriculture education and the FFA have to offer. A few of our main focuses this year are to begin to develop a strong and supportive, parent driven Booster club as well as fostering growth in our program so that Livingston FFA and the agriculture program at Livingston High School can become one of the best in the state of California!

We encourage all FFA members to get involved and we look forward to all the successes and adventures that the 2014-2015 school year has ahead!

Sincerely,

Stefanie Kuhr, Louis Randall, Kaylyn Schiber and Kevin McGuire

The Livingston FFA Advisors

Chapter Goals

Our 2014-2015 FFA officer team created the following chapter goals during our annual FFA Chapter Officer Retreat held at Lake McClure in August 2014:

2014-2015 Livingston FFA Chapter Goals

1. Increase freshmen and sophomore involvement in Career Development Events and Public Speaking by motivating membership by having an informational meeting and class presentations by October 1st, 2014.
2. A student who has gone above and beyond their duties shall be elected by the officers prior to the first Monday of the month as "Star Aggie" and will be awarded at the end of the year banquet.
3. Carry over \$2,000 in the account for the 2015-2016 fiscal year.
4. Increase community awareness about the LHS Ag Booster Club using social media and newspaper to accomplish a minimum of 10 people.
5. Establish chapter website and social media pages to help promote our chapter by August 11th, 2014.
6. Have all membership participate in Reminder 101 to stay updated in all chapter events by September 1st, 2014.
7. Publish a newsletter/e-newsletter on the 1st of August, October, December, February, April, and May, to be solicited at True Value, LFA, Geno's, and Starbucks.

Calendar of Activities

June

13-19	Merced County Fair	Merced	Ag Staff
20-24	CATA Conference	San Luis Obispo	Ag Staff

July

10-12	Officer Retreat at Lake McClure	Lake McClure	Ag Staff
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August

18	First Day of School	LHS	Ag Staff
25	Placemat Ads Fundraiser	Ag Class	Ag Staff
26	Back to School Night	LHS	Ag Staff
27	FFA "Pool Party" Mtg	LHS Pool	Ag Staff

September

1	Labor Day Holiday	(no school)	
6	Merced River Ag Booster Dinner	Snelling	Ag Staff
9	Merced-Mariposa CATA & FFA SOLC	Merced College	Ag Staff
19-21	Sweet Potato Festival	Livingston	Ag Staff
24	Greenhand Leadership Conference	Modesto	Schiber

October

3	LHS Homecoming Game Parade	LHS	Ag Staff
4-5	FFA COLC	Denair	Ag Staff
9	Farm2U	Merced	Schiber
11	Frightmare Farms Trip	Merced	Ag Staff
15	Opening and Closing Ceremonies	Gustine	Ag Staff

November

5	Greenhand/Chapter Degree Banquet	LHS	Ag Staff
12	CATA Section Mtg	Woolgrowers	Ag Staff
20	State Officer Visit	LHS	Ag Staff
21	CATA Road Show	Delta College	Ag Staff
23	CATA Regional Meeting	Murphys, CA	Ag Staff
19-23	Thanksgiving Break	(no school)	

Calendar of Activities

December

4	Sectional Project Competition	LHS	Ag Staff
9	FFA "Christmas" Mtg	Ag Dept.	Ag Staff
13	Winter Formal	LHS	Ag Staff
18	LHS End of Semester		

January

5	2 nd Semester Starts		
13	FFA M/M Section Manuscripts Due	LHS Ag Dep.	Schiber
14	FFA "Movie Night" Mtg	LHS	Ag Staff
24	FFA "Super Saturday"	Merced College	Ag Staff
28	Merced Fair Student Parent Exhibitor Mtg	Ag Dept.	Ag Staff

February

4	Project Comp. Banquet	Merced Fairgrounds	Ag Staff
20-21	FFA MFE/ALA Conference	Modesto	Ag Staff
23-27	FFA Week Activities	TBD	Ag Staff
25	FFA "Burrito Bingo" Mtg	LHS	Ag Staff
28	FFA / CATA Regional Meeting	Delta College	Ag Staff

March

7	UC Davis Field Day	CSU, Chico	Ag Staff
14	Chico Field Day	UC Davis	Ag Staff
21	Merced College Field Day	Merced College	Ag Staff
28	Modesto JC Field Day	MJC	Ag Staff

April

18	Fresno State Field Day	Fresno State	Ag Staff
19-21	FFA State Leadership Conference	Fresno State	Ag Staff
23	M/M Sectional Meeting	LHS	Ag Staff
29	Greenhand Mtg	LHS	Ag Staff

May

2	Cal-Poly SLO State Finals Field Day	San Luis Obispo	Ag Staff
6	Chapter Officer Apps Due	Ag Dept.	Ag Staff
20	Chapter Awards Banquet	TBA	Ag Staff
30	Incentive Trip	TBA	Ag Staff

June

5	Last Day of School / Graduation		
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FFA and Agricultural Education

When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal, academic and career experiences essential for your success. Get to know the “three circles” that make this possible.

Classroom/Laboratory Instruction- Agriculture is rooted in science, math, business and technology. The time you spend in the classroom and school lab with your teacher will help you explore and master the information necessary to move forward with your career development. Get ready for exciting hands-on opportunities that make textbooks come alive!

Supervised Agricultural Experience (SAE)- Nothing takes your skills to highest level faster than putting them into practice. Through an SAE, you can create your own landscaping business, conduct a scientific research project that could change the world, grow crops or raise livestock, secure a meaningful job that provides insider experience related to your career choice, or learn how to make a difference in your community through civic engagement. Best of all, you can earn while you learn.

FFA- As an FFA member, you'll work on developing your potential for premier leadership, personal growth and career success. By participating in competitions, degree programs, state and national conventions, community service projects, summer camps and chapter committees, you'll grow in ways that take advantage of your talents and help you become the leader you were meant to be. The key to success in FFA is to get involved!

Make sure you're getting a complete Agricultural Education experience, and remember that it all works together. Talk with your agricultural teacher today and make plans to perform in all three arenas. Don't just settle for a high school diploma when you can get set for life.

FFA Mission and Strategies

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

To accomplish this mission, FFA:

- Develops competent and assertive agriculture 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 Emblem

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.

The cross-section of an ear of corn serves as the emblem's foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state.

The rising sun appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future.

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

The owl represents knowledge and wisdom.

The eagle is perched on top of the emblem and served as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

Finally, the words, "**Agriculture Education**" surrounding the letters "FFA" indicate that the FFA is an important part of the agricultural education program.

FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

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.

FFA Colors and Motto

Colors

The National FFA Organization chose national blue and corn gold as its official colors in 1929. As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

Motto

Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

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

FFA Official Dress

One of the most unifying elements for any group is its uniform. In FFA, the uniform members wear to local, state and national functions is called official dress. It provides identity and gives the organization a distinctive and recognizable image.

Proper Use of the FFA Jacket

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat at all times.
- The back of the jacket includes only: a large official FFA emblem, the name of the state association and the name of the local chapter, district or area. The front of the jacket includes only: a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- 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.
- 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.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia should not be attached to or worn on the jacket.
- When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering should be removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- A member should act professionally when wearing the official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer pins, and other award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA 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.

Official FFA Dress

- Official dress for female members is a black skirt, white blouse with blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.
- The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks and the official jacket zipped to the top.

FFA Code of Ethics

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization's image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

The FFA Code of Ethics

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

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

Leadership

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members. Leadership is the ability in a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

Public Speaking

- Prepared Public Speaking
- Extemporaneous Public Speaking
- Parliamentary Procedure
- Job Interview
- Opening and Closing Ceremonies Speaking Contest

Committees

- Every member on at least one committee or involved in some kind of activity. The objective of each committee and committee chair(s) is to plan, prepare, organize, and implement each activity/event.
 - Annual FFA Awards Banquet – Overall
 - Annual FFA Awards Banquet – Awards
 - Annual FFA Awards Banquet – Decorations
 - Annual FFA Awards Banquet – Food
 - Annual FFA Awards Banquet – Music
 - Annual FFA Awards Banquet – Script / Program
 - Annual FFA Awards Banquet – Tickets
 - Annual FFA Awards Banquet – Video / Flyers
 - Canned Food Drive
 - FFA Homecoming Float
 - FFA “Sports Extravaganza” Meeting
 - FFA “Morning Madness” Meeting
 - FFA “Movie Night” Meeting
 - FFA “Point Awards” – Tabulations/Recording
 - FFA “Pool Party” Meeting
 - Floral Arrangements
 - Greenhand / Chapter Degree Ceremony
 - Local Creed, Prepared, Job Interview, etc... Contest(s)
 - National FFA Week – Basketball Tournament
 - National FFA Week – Dress-Up Days
 - National FFA Week – “Kiss-the-Pig”
 - Program Medical Forms / R2 Forms
 - Placemat Ad Sales

- Select Chapter members as Chairpersons for Committees

Degrees and Awards

- Encourages every member to apply for Greenhand and Chapter Farmer FFA Degree Encourage every qualified member to apply for the State and American FFA degree
- Encourage members to apply for State Proficiency Awards

Officer / Leadership Training

- Annual Chapter Retreat for new officers
- Leadership Training Conference for all officers
- Sectional & Regional Officer Training
- Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento Leadership / Washington DC Leadership Conference

Meetings

- Conduct meetings in an orderly fashion by utilizing Parliamentary Procedures
- Have regularly scheduled Chapter Officer and Chapter Meetings
- Encourage every member to attend and participate at all meetings
- Send delegates to all Sectional, Regional, State, and National Meetings

Offices

- Encourage local members to run for local, sectional, regional, and state offices
- Invite Sectional, Regional, and State Officers to speak to your chapter

Earnings and Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our **2014-2015** school year.

The chapter earns money in various ways in order to finance FFA events and activities throughout the year. Some of these activities include:

- Livingston FFA Car Wash
- Winter Formal Dance
- Livingston FFA Plant Sale
- Placemat Ad Fundraiser

The chapter is hoping to add additional fundraising opportunities this school year once our booster club is

Conduct of Meetings

Hold Regular, Well-Planned Meetings that Capture the Chapter's Interest and Participation

- Have weekly Chapter Officer Meetings
- Have regular month Chapter Meetings
- Call special meetings when necessary
- Conduct regular Executive Meetings in order to maintain solid Chapter communications
- Prepare a well-planned program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invite parents and the community leaders to the Chapter Meeting
- The duty of the Sentinel is to set the proper paraphernalia out for the Chapter Meeting and to help the President in maintaining order.
- The goal of the Chapter is to have a least 50% attendance at each Chapter Meeting
- Have an activity after every Chapter Meeting

Special Meetings Should be Held as Necessary

- A special desert meeting will be held for the Greenhand/Chapter FFA Degree Installation Banquet
- A very special Awards Banquet will be held in May to wrap up the year.

The Official Ceremonies will be used at all Meetings

- All officers are required to learn their part.
- The officers will wear the official uniform at all meetings
- The necessary paraphernalia will be used at all meetings.

Scholastic Achievement and Scholarships

The chapter will encourage students to strive for academic excellence.

1. Improve scholarship of FFA members in all academic subjects

- A. Encourage members to strive for C.S.F. standards
- B. Strive to have all FFA members on the honor roll
- C. Award points on the Chapter Point Awards system for good grades
- D. Require that all Chapter Officers maintain at least a B in all agriculture classes.
- E. Members participating in competitive events shall not fall below a C or 2.0 average on a 4.0 scale or have less than a C in any agriculture class. Eligibility for all competitive events will be suspended if any of the above shall occur.

2. Will strive to improve home technology, reading and library use.

- A. Encourage each member to subscribe and read at least one agriculture publication.
- B. Encourage each member to use school and county libraries for agriculture research projects.

3. Will encourage Seniors to apply for scholarships available to them in order to continue their education.

- A. Twelfth grade members are encouraged to apply for scholarships including the Bloss, Fancher, Winton Grange, Farm Bureau, and Atwater Ag Booster Scholarship which are available to agriculture students.
- B. Twelfth grade members are encouraged to apply for any scholarships which are available to them for the school they are planning to attend.
- C. Twelfth grade chapter members are encouraged to talk with their counselors about other scholarships which may be available to them as a result of their parent's affiliation with a lodge or places of employment.

4. Scholastic Awards

- A. Award trophies to the Agriculture students in each grade level with the highest GPA.

Public Relations

The purpose of public relations is to inform our chapter members and the general public about the activities of our local chapter as well as the overall benefits of the FFA.

Media

- Establish, strengthen, and maintain relationships with media contacts
- Submit articles and photos to various local, regional and state media publications
- Extend media coverage beyond newspapers and publications (i.e. radio, tv, etc...)
- Continue to develop a website as an information resource
- Extend and participate in new communication technology resources such as Facebook

FFA Week

- Use various forms of media to keep the public informed during FFA Week
- Conduct school and community activities throughout FFA Week

Various FFA Events and Activities

- Select worthy persons as Honorary Chapter farmers
- Recognize worthy individuals to receive Certificates of Appreciation
- Provide community advertisements through Placemat Ad fundraiser
- Host various award recognition ceremonies for parents and families of FFA members
- Sponsor a parent / member banquet
- Maintain a chapter scrapbook
- Chamber of Commerce and other community service clubs
- Serve at the Livingston FFA Awards Banquet

Fairs and Official Show Uniforms

Official Show Uniform

The official Show Uniform for FFA members consists of:

White shirt or blouse, white pants, FFA tie, and FFA jacket. Shoes should be appropriate for what you are showing.

Fairs

The Livingston FFA Chapter is involved in one fair throughout the year. The livestock and agricultural mechanics projects are exhibited throughout the state, where the chapter wins many awards and honors. The animals that are exhibited include market and breeding sheep, market and breeding beef, market and breeding swine, dairy cattle, rabbits, market, breeding, and dairy goats.

The Fairs that are attended are:

- (Summer) Merced County Fair

Merced County Fair SAE Budgets

	Market Hog	Market Lamb	Market Goat	Market Steer
<u>Expenses</u>				
Purchase of animal	225	225	200	800
Livestock Insurance	15	15	10	50
Veterinary Supplies	10	5	5	20
Fair Bedding	10	15	15	20
Feed	190	100	100	640
Show Supplies	15	20	20	30
<u>Income</u>				
Sale of hog (230lbs @ \$2.25/lb)	465			
Sale of lamb (130 lbs @ \$3/lb)		390		
Sale of goat (100 lbs @ \$3.50/lb)			350	
Sale of steer (1200 lbs @ \$1.30 /lb)				1560
Total Estimated Receipts	465	390	350	1560
Total Estimated Expenses	465	380	350	1560
Estimated Net Profit	0	10	0	0

Merced County Fair SAE Budgets

	Bred Heifer	Dairy Heifer	Fryer Rabbit	Rabbit Meat Pen
<u>Expenses</u>				
Purchase of animal(s)	800	1200	20	60
Livestock Insurance	60	60		
Veterinary Supplies	60	75		
Fair Bedding	20	40		
Feed	650	500	10	10
Show Supplies	30	75	25	25
Breeding Fees	125			
<u>Income</u>				
Sale of beef bred heifer	1800			
Sale of dairy replacement heifer		2000		
Sale of rabbit(s)			70	130
Sale of steer (1200 lbs @ \$1.30 /lb)				
Total Estimated Receipts	1800	2000	70	130
Total Estimated Expenses	1620	1950	55	95
Estimated Net Profit	180	50	15	35

Point Awards System

Livingston FFA Point Award System 2013-2014

Plaque awards will be presented to the top twenty in terms of total points according to this "Point Club" system. Awards will be given to the elite students who meet the following criteria: must turn in a point sheet for each month due date, and must also be eligible. The top twenty students will be eligible to go on a three day, two nights, luxury Achievement Trip during the summer. This requires a minimum of 1000 points. Final points need to be submitted by the date posted by advisors.

Points must be done individually by students! Point sheets are to be turned in to your Agriculture teacher by the given due date with no exceptions! Points are final once turned in, no revisions are allowed! If you are caught cheating you are automatically removed from the contest.

Points are earned as follows:

I. Leadership

A. <u>Greenhand Degree</u>	25
B. <u>Chapter Degree</u>	50
C. <u>State Degree</u>	100
D. <u>Constitutional Chapter Officer</u>	200
E. <u>Sectional Officer</u>	100
F. <u>Regional Officer</u>	150
G. <u>Attendance at Chapter Meeting</u>	50
1. <u>Wearing FFA attire at Chapter Meeting</u>	25
2. <u>Bringing a parent to a meeting</u>	25
H. <u>Representing Chapter at:</u>	
<u>Sectional Meeting</u>	25
<u>Regional Meeting</u>	50
<u>State Meeting</u>	100
<u>National Meeting</u>	150
I. <u>Committee Chairperson</u>	50
J. <u>Committee Member</u>	25
K. <u>Own FFA Jacket (Awarded in the Month of May)</u>	100
M. <u>Officer in other school organization</u>	10

II. Projects

A. <u>Each approved enterprise (Awarded in the month of May)</u>	50
B. <u>Entry into Local Project Competition</u>	40
C. <u>Entry into Sectional Project Competition</u>	60
1. <u>Gold Award</u>	100
2. <u>Silver Award</u>	50
3. <u>Merit Award Winner</u>	100
4. <u>Division Winner</u>	150
D. <u>Proficiency Awards</u>	
1. <u>Local Winner</u>	25
2. <u>Sectional Winner</u>	50
3. <u>Regional Winner</u>	75
4. <u>State Winner</u>	100
E. <u>Project Facility Manager</u>	75

III. Exhibiting at Fairs and Shows

A. Ornamental Horticulture/Floriculture Exhibit	10
B. Landscape Exhibit	25
C. Each Livestock Entry (Beef, Dairy, Sheep, Swine, Horses)	25/first 2 (5 points for each additional animal)
D. Each Small Animal Entry (Birds Rabbits etc.)	5/first 10 (2 points for each additional animal)
E. Grand Champion	100
F. Reserve Grand Champion	70
G. Champion (Best Breed)	50
H. Reserve Champion (Best Breed)	40
I. Showmanship (Advanced, Novice, and Freshman)	
First	100
Second	80
Third	60
Fourth	40
Fifth	20
J. Round Robin/ Master Showmanship	
First	200
Second	120
Third	100
Fourth	80
Fifth	60
Sixth	40
K. Market Animal	
Group 1	10
Group 2	5
L. Breeding Animals	
First	10
Second- Fifth	5
M. Market Animals	
First	10
Second- Fifth	5
N. Landscape	
First	10
Second- Fifth	5
O. Any other special award or recognition	25

IV. Curricular Events

A. All judging teams	
1. Team member (Awarded in May)	100
2. Each contest	25
3. Top Five- Team Overall	75
4. Top Five- Individual Overall	50
5. Top Five- Team Sub- contest	10
6. Top Five – Individual Sub- contest	10
7. Public Speaking	
A. Sectional Level	25
B. Regional Level	50
C. State Level	100
D. State Finalist	
1. Top 5	200
2. High Individual	500
8. State finals	50
A. Team Placing	100

B. Individual Placing	100
9. National finals	100
A. Team Placing	100
B. Individual Placing	100

V. Special Awards

A. Star State Sectional Farmer	50
B. Star State Reporter	
1. Bronze	25
2. Silver	50
3. Gold	100
C. Star State Regional Farmer	100
D. State Scholarship Finalist	100
E. State Scholarship Winner	250

VI Chapter Work

A. Fundraisers	1 pt/every \$1 sold
B. Dinners	50
A. In Full Uniform	100
C. Chapter Work	10/hr

Chapter Constitution

Constitution

Livingston FFA Chapter
Revised July 2014

Article I- Name and purposes

- Section A. The name of this organization shall be referred to as the Livingston FFA Chapter.
- Section B. The purpose for which this chapter is formed is as follows:
1. To develop agriculture leadership skills among all members.
 2. To develop a global awareness of agriculture.
 3. To bestow confidence among agriculture students and their work.
 4. To promote agriculture career opportunities through hands on training.
 5. To develop competencies in communication, human relations, and social abilities.
 6. To build cooperative attitudes among agriculture students.
 7. To encourage improvement in scholastics.
 8. To provide organized recreational activities for agriculture students.

Article II – Organization

- Section A. The Livingston FFA Chapter is a chartered local entity of the Merced/Mariposa FFA Section, which is located in the Central Region of the California Association of the Future Farmers of America.
- Section B. The chapter accepts in full the provision in the organization and bylaws of the California Association of the FFA as well as those of the National FFA Organization.

Article III- Membership

- Section A. Membership is limited to students enrolled in Vocational Agriculture at Livingston High School.
- Section B. Membership of the graduates is limited to students that were active members in high school.
- Section C. The Livingston FFA is a 100% affiliated chapter with every students becoming a member of the FFA when they enroll in an agriculture class.
- Section D. No students may participate in any FFA activities unless they are members of good standing. Good standing is defined as:
1. Maintaining a minimum grade point average of 2.0.

2. No more than one unsatisfactory citizenship mark.

Section E. The FFA advisors at their own discretion have the right to dismiss any member from the FFA organization at any time with approval of the administration.

Section F. Membership in the chapter shall be of three kinds:

1. Active
2. Alumni
3. Honorary-As define by the National FFA Constitution.

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

Section H. Honorary membership in the chapter shall be limited to Honorary FFA Degree.

Section I. There shall be four levels of active membership in this chapter. These are:

1. The Greenhand FFA Degree-All "Greenhands" are entitled to wear the regulation bronze pin.
2. The Chapter FFA Degree-All Chapter degree recipients are entitled to wear the regulation silver pin.
3. The Golden State FFA Degree-All members holding the degree of the State FFA are entitled to wear the regulation gold emblem charm.
4. The American FFA Degree-All members holding the degree of American FFA are entitled to wear the regulation gold emblem key.

Article IV-Degrees

Section A. Greenhand FFA Degree. Minimum qualifications for election:

1. Be enrolled in agriculture education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program Activities.
6. Have access to the Official FFA Manuel and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Section B. Chapter FFA Degree. Minimum qualifications:

1. Must have received the Greenhand FFA Degree
2. Must be enrolled in their second year of agriculture education and have an approved Supervised Experience Program.

3. Participate in the planning and conducting three official chapter functions.
4. Have earned at least \$150 or worked at least 45 hours and have developed plans for growth of the Supervised Agricultural Experience Program.
5. Have effectively led a group discussion for 15 minutes.
6. have demonstrated five procedures of parliamentary law
7. Shows progress towards individual achievement in the FFA awards Program.
8. Have satisfactory record.
9. Submit a written application for the Chapter FFA Degree

Section C. State FFA Degree. Minimum qualifications:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section D. American FFA Degree. Minimum qualification

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section E. Special Committees shall review the qualifications of the members and make recommendations to the chapter concerning degree advancement.

Article V –Officers

Section A.

- Clause 1: The officers of Livingston FFA Chapter shall be: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian and Chapter Advisor.
- Clause 2: These officers and advisor shall constitute the Executive Committee.

Section B. The seven officers of the chapter, except the advisor, shall be elected annually by majority vote of the active membership of the Livingston FFA chapter. Ties between the two candidates shall be broken by the decision of the FFA Advisor.

Section C. The nominating committee shall be composed:

1. The most recent past FFA President (if available)
2. The 12th grade chapter officers
3. The FFA Advisor/s
4. Any other active 12th grade member that the advisor chooses (this only applies when a small number of 12th grade officers occur in a year).

Section D. Officer Eligibility. Minimum qualification to run for chapter office.

1. Must have and maintain a 2.5 Grade Point Average
2. Greenhand Officers must have and maintain a 2.0 GPA
3. For the office of president:
 - a. The applicant must have already completed at least 2 years of Agriculture classes

- b. Have held a previous office
 - c. And/or held the Chapter FFA Degree.
- 4. Other offices required:
 - a. Have completed a year of agricultural class.
 - b. Hold the Greenhand FFA Degree
 - c. And be eligible for the Chapter FFA Degree

Section E. A letter of resignation should be sent to the chapter advisor in the case of any officer constitutes being vacant when the officer is absent from the unexcused (without advisor approval) meetings, either a regular meeting or an executive meeting. Should any vacancy occur in the office, the advisor may appoint a member to fill the office until the next regular election with majority vote or consent from the voting delegates at a regular meeting.

Section G. The duties of the officers shall be:

Clause 1: President

- 1. Preside over meeting according to the 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 (POA).
- 4. Represent the chapter in public relation and official functions.

Clause 2: Vice President

- 1. Assume all duties of the president if necessary.
- 2. Develop a POA and serve as an ex-officio, non-voting member of the POA committee.
- 1. Coordinate all committee work
- 2. Work closely with the president and advisor to assess progress toward meeting chapter goals.
- 3. Establish and maintain a chapter resource file.
- 4. Maintain the Chapter Point Award System.

Clause 3: Secretary

- 1. Prepare and post the agenda for each chapter meeting.
- 2. Prepare and present the minutes for each chapter meeting.
- 3. Place all committee reports in the designated area in the FFA Chapter Workbooks: Secretary, Treasurer and Program of Activities Workbook or the computer software.
- 4. Be responsible for chapter correspondence.
- 5. Maintain member attendance and activity records and issue membership cards.
- 6. Keep the POA Wall Chart up-to-date.
- 7. Have on hand for each meeting:
 - a. FFA Chapter Books: Secretary, Treasurer and The Program of Activities Workbook or computer software.

- b. Copy of the POA including all standing special committees.
- c. Official FFA Manual and Student Handbook
- d. Copy of the Chapter Constitution and bylaws.

Clause 4: Treasurer

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

Clause 5: Reporter

- 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. Send local stories to area, districts and state reporters.
- 5. Send articles and photographs to FFA New Horizons and other national and regional publications.
- 6. Work with local media on radio and television appearances and FFA news.

Clause 6: Sentinel

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

Clause 7: Historian

- 1. Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.
- 2. Research and prepare items of significance of the chapter's history.
- 3. Prepare displays of activities and submit stories of former members to the media.

4. Serve as chapter photographer.
5. Prepare slide shows for recruitments, Greenhand Banquet and The End of the Year Banquet.

Clause 8: Advisor

1. Advise the organization in all problems.
2. Help members in any way.
3. Assist the president in conducting activities of the chapter.

Article VI – Voting

Section A. Secret ballot will occur for all officers and special elections.

Section B. Every member of the Livingston FFA Chapter is eligible to vote.

Article VII – Impeachment of Officers

Section A. Immediate Impeachment

1. The FFA Advisor will implement and enforce a 3-strike system to remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps to Impeachment

1. Any FFA Chapter Officer not fulfilling the duties of the office as described by this constitution will be required to meet with the advisor and the principal and parent will be notified.
2. A written 3-Strikes agreement will be drawn up by the advisor based on the conversation of the meeting in step one, and will be confirmed and signed by the advisor and officer in question.

Section C. Filling Vacant Offices

1. Office vacancies will first be filled by candidates that completed the application and interview process to become a chapter officer. The FFA advisors will choose the candidate that will best fill the vacant office.
2. If there is no candidate available that completed the officer screening process, then the current office advisors will choose two active members to run for the open position. The chapter will fill the vacant position by secret ballot majority vote.

Article VIII – Assessments

Section A. As long as the Incentive Grant funds are available, dues shall be paid for all members through that source.

Article IX – Eligibility

Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisor's Discretion.

Clause 1: No student may exhibit at Chowchilla Fair if their:

1. GPA is less than 2.5
2. Do not get their advance excuses signed for the entire week
3. Have received more than one unsatisfactory citizenship mark

Clause 2: Exhibitors may not show at Merced County Fair if:

1. They have any summer school that conflicts with Merced County Fair

Section B. Members must maintain a 2.0 Grade Point Average (GPA) overall to be eligible to participate above the chapter level.

Article X – Amendments

Section A. To amend the constitution, a majority vote of the active members is required

Section B. To become effective, an amendment must be posted for two weeks previous to the vote of the active members

Article XI – Ratification of the Constitution

Section A. This constitution shall become effective when passed by majority vote of the members voting.

OFFICER ROLES & RESPONSIBILITIES

President

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 (POA)**
4. Represent the chapter in public relations and official functions.

Vice-President

1. Assume all duties of the president if necessary
2. Develop the POA 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
6. **Maintain and update the chapter points for the point award system**

Secretary

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 in the FFA Chapter Workbooks: Secretary, Treasurer & Program of Activities Workbook or the computer software
4. **Be responsible for chapter correspondence**
5. Maintain member attendance and activity records and issue membership cards
6. Keep the POA wall chart up-to-date
7. Have on hand for each meeting
 - a. FFA Chapter Books: Secretary, Treasurer, and Program of Activities Workbook or the computer software
 - b. Copy of the POA including all standing and special committees
 - c. Official FFA Manual and Student Handbook
 - d. Copy of the Chapter constitution and bylaws

Treasurer

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

Reporter

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. **Send local stories to area, district and state reporters.**
5. Send articles and photographs to FFA New Horizons and other national and regional publications.
6. Work with local media on radio and television appearances and FFA news.

Sentinel

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.**

Historian

1. Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of chapter activities and submit stories of former members to the media.
4. Serve as the chapter photographer.
5. **Develop slideshows for chapter recruitment, greenhand banquet, and the end of the year banquet.**

Other Officers

1. Other officers may include:
 - a. **Historian:** in charge of scrapbook and assisting the Reporter with publicity.
 - b. **Chaplain:** helps to guide spiritual aspects of the chapter. Gives invocation at banquets.
 - c. **Parliamentarian:** serves as a guide and answers any questions regarding Parliamentary Procedure. Must pass a Parli Pro exam given by Advisor.
2. Greenhand Officers
 - a. Elected annually at the Fall Awards Night/Greenhand Banquet.
 - b. May be any combination of officers.
 - c. Elected to learn from Chapter Officer Team and assist with implementing the Program of Activities.

FFA PAST PRESIDENTS

Mike Monahan	1985-1986
Brandon Friesen	1986-1987
Amy Benafield	1987-1988
Deena Graves	1988-1989
Mike Harcksen	1989-1990
Jana Machado	1990-1991
Shirly Machado	1991-1992
George Machado	1992-1993
Christine Aguiar	1993-1994
Paula Alemedia	1994-1995
Javier Bernal	1995-1996
Deborah Bernal	1996-1997
Irene Bernal	1997-1998
Mathew Alvernez	1998-1999
Jaqueline Morfin	1999-2000
Nicole Jantz	2000-2001
Megan Silva	2001-2002
Megan Jantz	2002-2003
Julie Luxon	2003-2004
Gabriel Maldonado	2004-2005
Gabriella Coronado	2005-2006
Thomas Hunt	2006-2007
Tyffany Meza	2007-2008
Collin Abraham	2008-2009
Bernardo Garcia	2009-2010
Vanessa Drummond	2010-2011
Alexis Mooney	2011-2012
Nancy Perez	2012-2013
Gerardo Aguilar	2013-2014

HIGH POINT AWARD WINNERS

Plaque awards are presented to the top twenty students in terms of total points according to a "Point Club" System. Awards are given to the students who meet certain criteria. The top twenty students are eligible to participate in an achievement trip or activity. Points for the system are posed and tallied.

The following individuals are past High Point Award Winners:

1. Mike Monahan	1985
2. Brandon Friesen	1986
3. Amy Benafield	1987
4. Amy Benafield	1988
5. Mike Harcksen	1989
6. Mike Harcksen	1990
7. John Milward	1991
8. Del Curtice	1992
9. George Machado	1993
10. John Storment	1994
11. Javier Bernal	1995
12. Deborah Bernal	1996
13. Irene Bernal	1997
14. Irene Bernal	1998
15. Mathew Alvernaz	1999
16. Nicole Jantz	2000
17. Nicole Jantz	2001
18. Jaci Luxon	2002
19. Julie Luxon	2003
20. Julie Luxon	2004
21. Gabriella Coronado	2005
22. Gabriella Coronado	2006
23. Miguel Del Toro	2007
24. Tyffany Meza	2008
25. Alexxis Mires	2009
26. Collin Abraham	2010
27. Gavin Abraham	2011
28. Amanjot Kaur	2012
29. Unknown	2013
30. Unknown	2014

CHAPTER AWARD WINNERS

Plaque awards are presented to the top twenty students in terms of total points according to a “Point Club” System. Awards are given to the students who meet certain criteria. The top twenty students are eligible to participate in an achievement trip or activity. Points for the system are posed and tallied.

The following individuals are past High Point Award Winners:

STAR GREENHAND

1. Alexis Mooney	2009
2. Tyler Goulart	2010
3. Maria Castro	2011
4. Gerardo Aguilar	2012
5. Danielle Brusenski	2013
6. Lindsay Silva	2014

12. Fidel Castro	2010
13. Vanessa Drummond	2011
14. Amanjot Kaur	2012
15. Alexis Mooney	2012
16. Sara Carvantes	2012
17. Galvin Abraham	2012
18. Robert Arroyo	2012

STAR CHAPTER FARMER

1. Roberto Arroyo	2010
2. Hailey Ward	2011
3. Tyler Goulart	2011
4. Fabian Garcia	2012
5. Gerardo Aguilar	2013
6. Liliana Reyes	2014

WORK HORSE

1. Alexis Mooney	2009
2. Anahi Pina	2010
3. Cody Carter	2011
4. Robert Arroyo	2012

OUTSTANDING MEMBER

7. Collin Abraham	2009
8. Amanjot Kaur	2010
9. Alexis Mooney	2011

MOST DEDICATED

19. Amanjot Kaur	2010
20. Gurleen Chahal	2011
21. Abraham Osguero	2012
22. Georgina Reyes	2013

OUTSTANDING SENIOR

10. Alexxis Mires	2009
11. Bernardo Garcia	2010

LIVINGSTON FFA STATE DEGREE RECIPIENTS

1. John Bettencourt	1940-1941	42. Ron Yamashita	1961-1962
2. Harold Nobbe	1941-1942	43. May Garcia	1962-1963
3. Chester Nunes Jr.	1947-1948	44. Robert Weimer	1962-1963
4. Gordon Wilson	1948-1949	45. Richard Barsanti	1963-1964
5. Ray Ruth	1949-1950	46. Truman Brown	1963-1964
6. Pirus Abraham	1950-1951	47. Skip Null	1963-1964
7. William Enos	1951-1952	48. Joseph Enos	1972-1973
8. David Rethwisch	1951-1952	49. Joe Silveria	1972-1973
9. Fred Barry	1952-1953	50. Nick Faranelli	1974-1975
10. Clarence Hildebrand	1952-1953	51. Calvin Humphrey	1974-1975
11. Charles Mellor	1952-1953	52. Melvin Machado	1974-1975
12. Junior Quinn	1952-1953	53. Jodie Weidemeyer	1982-1983
13. Wallace Ratzclaff	1952-1953	54. Mike Monahan	1984-1985
14. Leroy Tiley	1953-1954	55. Cristy Fugler	1985-1986
15. Milton Garcia	1954-1955	56. Mary Lou Franco	1985-1986
16. Walter Howard	1954-1955	57. Gene Silveria	1985-1986
17. Bert Walters	1954-1955	58. Damon Brewer	1985-1986
18. Richard Boucher	1954-1955	59. John Hultgren	1986-1987
19. William Cox	1955-1956	60. Katie Hultgren	1986-1987
20. Eddie Crawford	1955-1956	61. David Bettencourt	1986-1987
21. James Garcia	1955-1956	62. Brandon Friesen	1986-1987
22. Marvin Mires	1955-1956	63. Armand Lobao	1986-1987
23. Douglas Frago	1956-1957	64. Amy Benefield	1986-1987
24. Benjamin Horst	1956-1957	65. David Mires	1986-1987
25. David Linan	1956-1957	66. Charles Stahl	1986-1987
26. Robert Vieker	1956-1957	67. Bret Jantz	1986-1987
27. Lonnie Bennett	1957-1958	68. Gary David	1987-1988
28. Leon Biggers	1957-1958	69. Michelle Garcia	1987-1988
29. Alvin Brown	1957-1958	70. James Paine	1987-1988
30. Don Boucher	1957-1958	71. Eric Anson	1988-1989
31. Paul Fountain	1957-1958	72. Brian Benefield	1988-1989
32. Larry Friesen	1957-1958	73. Deena Graves	1988-1989
33. Alan Hamilton	1957-1958	74. Mike Harcksen	1988-1989
34. Don Rodriguez	1957-1958	75. Pedro Lizama	1988-1989
35. Leonard Benziger	1958-1959	76. Scott Oehlschlanger	1988-1989
36. Jack Boesch	1958-1959	77. Chris Terra	1988-1989
37. Jow Lawrence	1959-1960	78. Bret Theodozio	1988-1989
38. Frank Samento	1959-1960	79. Jana Barstow	1988-1989
39. Joseph Vierra	1960-1961	80. Bian Freitas	1988-1989
40. Carl Cavaiani	1961-1962		
41. Ron McFarland	1961-1962		

81. Kathleen Lawrence	1989-1990	125. Alexxis Mires	2007-2008
82. Blain Lockett	1989-1990	126. Kim Davis	2007-2008
83. Brent Lockett	1989-1990	127. Michelle Benzinger	2007-2008
84. Dave Long	1989-1990	128. Alex Waite	2007-2008
85. Mary Monahan	1989-1990	129. Collin Abraham	2008-2009
86. Kim Oehlschlanger	1989-1990	130. Fidel Castro	2008-2009
87. Carla Powers	1989-1990	131. Brittney Pacheco	2008-2009
88. Jolene Sawyer	1989-1990	132. Bernardo Garcia	2009-2010
89. Josie Sawyer	1989-1990	133. Gavin Abraham	2010-2011
90. John Sweigard	1989-1990	134. Robert Arroyo	2011-2012
91. Colleen Aguiar	1990-1991	135. Hailey Ward	2011-2012
92. Shirly Machado	1990-1991	136. Alexis Mooney	2011-2012
93. Aaron Silva	1990-1991	137. Stephanie Gonzales	2012-2013
94. Daniel Vannest	1991-1992	138. Fabian Garcia	2013/2014
95. Rachel Moore	1992-1993		
96. Del Curtice	1992-1993		
97. Les Oswald	1992-1993		
98. George Machado	1992-1993		
99. Christine Aguiar	1992-1993		
100. Scott Moss	1993-1994		
101. John Mello	1993-1994		
102. John Milward	1993-1994		
103. Lloyd Tennison	1994-1995		
104. Samantha Souza	1995-1996		
105. Chris Etheridge	1995-1996		
106. Amanda Aguiar	1996-1997		
107. Kristal Parrott	1997-1998		
108. Mathew Alvernaz	1997-1998		
109. David Xavier	1997-1998		
110. Jacqueline Morfin	1998-1999		
111. Jennifer Tanachion	1998-1999		
112. Nicole Jantz	1999-2000		
113. Kevin Schoep	1999-2000		
114. Bobbi-Sue Silva	1999-2000		
115. Jilda Lopez	2000-2001		
116. Jaci Luxon	2000-2001		
117. Julieann Vieira	2000-2001		
118. Marilu Isiordia	2000-2001		
119. Megan Jantz	2002-2003		
120. Julie Luxon	2002-2003		
121. Megan Silva	2002-2003		
122. Gabriel Maldonado	2003-2004		
123. Devin Burkland	2006-2007		
124. Miguel Del Toro	2006-200

AMERICAN DEGREE RECEIPIENTS

1.	William Enos	1954
2.	Truman Brown	1964
3.	Brandon Friesen	1987
4.	Amy Benafield	1989
5.	Brian Benafield	1990
6.	Mike Hartzell	1990
7.	Bret Theodozia	1990
8.	Mike Harsen	1991
9.	Jana Barstow	1991
10.	Colleen Aguiar	1992
11.	Aaron Silva	1992
12.	Javier Bernal	1994
13.	Samantha Souza	1998
14.	Amanda Aguiar	1999
15.	Irene Bernal	1999
16.	Nicole Jantz	2002
17.	Miguel Del Toro	2009
18.	Alexander Waite	2011

HONORARY CHAPTER DEGREES

Principals, Members of Boards of Education, Instructors, Teachers of Agriculture, Businessmen, Farmers, and others helping to advance vocational agriculture and the FFA. Honorary membership is bestowed on a person when he or she has been nominated and elected by a majority of the members present at any regular meeting or convention. The following people now hold the Honorary Chapter Farmer Degree for the Livingston FFA.

1) Walt Arid	31) Edward Sowers
2) Hoe Alvernaz	32) Mr. and Mrs. Masasso
3) Dallas Bache	33) Mrs. Gale Pitts
4) Alvin Brown	34) Daphne Ritchie
5) Joe Carpenter	35) Mr. & Mrs. Benafield
6) Margaret Cassall	36) Mr. & Mrs. Tanachion
7) Bob Dallas	37) Mr. Brian Benafield
8) Ted Dallas	38) Mr. Frank Viera
9) Joe Enos	39) Mr. & Mrs. Reggie Jantz
10) Lyle Fowler	40) Mr. & Mrs. Carter Luxon
11) Luther Fragan	41) Mr. Robert Abraham
12) Douglas Frago	42) Mr. Brandon Friesen
13) Cleo Hamilton	43) Mr. Vernon Boyd
14) Mel Hulgren	44) Mr. & Mrs. Hunt
15) George Joseph	45) Chief Eldridge
16) Arthur Knowles	46) Miguel Del Toro
17) Jack Lilly	47) Alex McCabe
18) Marvin Marques	48) David Mires
19) Tets Morimoto	49) Julie Carvalho
20) Dorothy Prine	50) Mr. & Mrs. Gurrero
21) Arthur Rickettes	51) Mr. & Mrs. Abraham
22) Grenadine Russell	52) Mr. & Mrs. Arroyo
23) Louis Schmoll	53) Mr. & Mrs. Medina
24) Glen Shelly	54) Dustin Ross
25) Joseph Vierra	56) Kuljit (Kay) Malhi
26) George Yagi	57) Scott Weimer
27) Mr. & Mrs. Weidmeyer	58) Mr. & Mrs. Jantz
28) Mr. and Mrs. Elmo Brewer	59) Shannon Mooney
29) Mr. and Mrs. John Hultgren	
30) Ron Otani	60) Mrs. Tsatsaronis

Department Chair			
Accounting		X	
CATA Registration		X	
Departmental / District Accounting / PO's		X	
FFA Accounting / PO's		X	
Hotel Reservations		X	
Office Supplies Orders		X	
Perkins Funding Application		X	
ROP Accounting / PO's		X	X
ROP/ Site/ Incentive Budget		X	
Warehouse Orders		X	
SBO-FFA		X	
General Program / Facility			
5-year Equipment Allocation (5 YEAR PLAN)		X	
Advisory Committee Roster & Minutes		X	
Ag Advisory Committee Planning and Agenda		X	
Ag Booster Committee		X	
Chart of Staff Responsibilities		X	
Comprehensive Program Plan		X	
Department Marketing / PR / Liason	X	X	
Graduate Follow-Up			X
Incentive Grant		X	
Incentive Grant Reviews		X	
In-Service Activities List		X	
Maintain Comprehensive Program Plan Binder		X	
Maintain Program Management Binder		X	
Maintenance Requests	X	X	X
Quarterly / Yearly CATA Meetings / Events	X	X	X
R2 Report & Roster			X
Recruitment	X		
Report of Expenditures		X	
Transportation Requests/Requisitions		X	

FFA Advisor			
Advance Leadership Academy Conference	X		
American FFA Degree Applications	X		
Chapter Officer Leadership Conference	X		
Chapter Reportor	X		
Greenhand Conference	X		
Made for Excellence Leadership Conference	X		
Organize Local Project Competition	X		
Organize Sectional Project Competition			
Oversee Planning for FFA Meetings	X		
Quarterly FFA Activities List for Class Grading	X		
Regional Officer Leadership Conference	X		

Registration for CDE Contest	X	X	
Registration for Conferences	X	X	
Scrapbook	X	X	
Sectional Officer Leadership Conference	X		
State FFA Degree Applications	X	X	X
State FFA Leadership Conference	X	X	X

	Schiber	Kuhr	Randal
Animal / Livestock			
Fair Supplies	X	X	X
Beef/Dairy Cattle			X
Small Animal Unit (Rabbits/Poultry)		X	
School Farm (sheep)		X	
School Farm (swine)			
School Farm (goats)	X		

Facility			
Floriculture / Outside Floral Fridge			X
General Care and Maintenance	X	X	X
Greenhouse			X
Horticulture Plots (Food Science)		X	
Nursery Facility (Shade Cloth)			X
OH Storage Containers			X
Shop Storage			
Shop Manager			

Shop / Equipment / Machinery			
Ag Shop Maintenance - Welding			
Ag Shop Maintenance - Wood & Power Mechanics			
Ag Trucks			
Livestock Trailers			
School Shop and Equipment			
Shop Nights			
Storage Buildings			

Facility			
BBQ - Cooking			

Project Supervision			
Ag Mechanics			
Beef Projects			X
Dairy Cattle Projects			X

Goat Projects	X		
Floriculture Projects			X
Horticulture Projects			X
Rabbits		X	
Sheep Projects		X	
Swine Projects			
Work Experience Projects		X	

	Schiber	Kuhr	Randal
FFA Judging Teams / Contests			
BIG (Consult/Assist Student Teacher)			
Cotton			
Creed Speaking	X		
Extemporaneous Speaking			
Floriculture			X
Grapevine	X		
Job Interview			X
Land	X		
Farm Power		X	
Parli-Pro			
Opening and Closing Advanced	X		
Opening and Closing Novice	X	X	X
Prepared Public Speaking			
Impromptu		X	

Awards			
Awards Banquet	X	X	X
Greenhand / Chapter Farmer Awards Ceremony	X	X	X
National Chapter Award Application	X	X	
Scholarships			X
POA Tabulations	X		
Proficiency Awards		X	

Fundraisers			
Ag Mechanics Projects (Plasma Art and Wood)			
Drive Thru BBQ	X	X	X
Booster		X	
Plant Sale (Spring)			X
Placement Ads		X	
T-shirt Sale		X	
Winter Formal	X		

Livingston High School Agriculture Department

Livingston FFA

1617 Main Street

Livingston, CA 95344

Recruitment Program

The recruitment program has changed at Livingston High School ever since Administration decided to place all incoming freshmen into integrated agriculture biology. We have one main feeder school in Livingston. Students from a neighboring town without a high school have the option of coming to Livingston High School or Atwater high School. We work closely with the 4-H program in that town to ensure that the students have enough information to make a well informed decision about where to attend high school. However, we also still have a good working relationship with the local middle school and are still planning to do activities with them as if nothing changed in the courses offered.

The establish recruitment materials have been in need of updating for a long while. This year we had the Agriculture Leadership design new program brochures. We also have recruitment cards that we have on the table during round up so that if a student was interested in agriculture but didn't have an agriculture class then they would fill out a card and we could get them in to see a counselor to discuss a schedule change prior to the start of school.

Another new piece of recruitment that we started this year was our bi-monthly newsletters. These newsletters have articles written that highlight all the exciting activities Livingston FFA is or had partaken in. The newsletter goes out to all Livingston High School Staff and is it uploaded onto both the Livingston FFA web page as well as Livingston High School's web page.

For examples, please review:

- Livingston High School Brochure
- FFA Interest Card
- Livingston FFA Brochure
- Livingston FFA Newsletter

Livingston FFA

September – October 2014 Newsletter

Merced-Mariposa Sectional Officer Leadership Conference

On September 9, 2014, Livingston FFA officers attended the Sectional Officer Leadership Conference (SOLC). They met with the Merced-Mariposa Sectional Officer team and chapter officers from other chapters from the Merced-Mariposa Section. It was an exciting day filled with fun, as officers participated in ice-breakers and team building activities. The Livingston FFA Chapter Officers also gained leadership skills by attending workshops presented by the Merced College Agricultural Ambassadors. "I really enjoyed learning about new methods for interacting with members and getting them excited for upcoming events," said LHS FFA Chapter Vice President, Danielle Brusenski.

The Livingston FFA officers participated in every activity as they worked and communicated with other chapters. Each officer was put into separate groups where they acquired valuable skills including: communication, listening to others, working as a team, getting to know new members in our chapter, and accomplishing goals in a timely manner. Livingston FFA's officers have brought back these skills to increase the participation of members and grow their chapter into one full of excitement and enthusiasm. For more information about Livingston FFA, please visit our website at Livingstonffa.org. Information can also be found on our Facebook, Twitter, and Instagram accounts.

Livingston FFA Members Reaping the Benefits of Agricultural Education

Fifty Livingston High School Freshman FFA Members were ready and enthusiastic to head to the Stanislaus County Agriculture Center in Modesto for the Greenhand Leadership Conference on September 25th. Once students arrived to the conference, they were immediately welcomed by other agriculture students from the surrounding areas. "I really enjoyed getting to meet new people from other schools near LHS," said Livingston FFA Member, Yuriria Cuellar, "I am excited to see them at other upcoming FFA events such as Opening and Closing Ceremonies."

Students started the day by learning about the immense amount of opportunities available to them as FFA members. The Greenhand Conference Facilitators focused on six benefits for FFA members, which are: travel, leadership, experience, competition, learning, and personal growth. Agricultural education is a great resource for high school students as it focuses on hands-on learning. There are also numerous opportunities outside of the classroom to emphasize the curriculum learned in the classroom. Students can travel to different universities throughout the state to compete in competitions that are based upon what is being taught inside the classroom. Many of these competitions require students to speak publicly, think critically, and collaborate with team members, allowing them to grow personally and as leaders. "We greatly appreciate Agricultural Education because of what it provides for our students in and out of the classroom," said Livingston FFA Advisor, Ms. Kaylyn Schiber, "students will learn about a specific topic in their agriculture class, and then they can compete in a relevant competition. Not only are students having fun and traveling, but they are applying that knowledge gained in the classroom."

As the day progressed, students created a plan of action for their next four years in agricultural education. To make this plan, students attended workshops that were based on FFA Leadership Conferences, Supervised Agricultural Experience projects, Career Development Events, and agriculture courses. "I am very excited to take on a swine project for the Merced County Fair this year," said LHS Freshmen FFA member, Rueger Silva, "I learned that I can make money and receive scholarships by taking on a Supervised Agriculture Experience project." When presenting a workshop regarding possible agriculture courses that students can take in high school, conference presenter and past State FFA Reporter, Tyler Menane said, "Agriculture Education was doing common core before it was 'cool.' For example, if we have to diagnose a pig on a school farm, students must use logic and reason to provide evidence that shows what is wrong with the pig. This is one of the many ways in which agriculture education encourages rigor and relevance in the classroom."

By the end of the day, LHS FFA were excited and ready to get involved within their FFA Chapter. The 50 LHS FFA members who attended the Greenhand Conference were, Gabriella Garcia, Jill Friesen, Angela Morales, Dulce Martinez, Sukraaj Singh, Alicia Morris, Luiz Muniz, Emely Morales, Monica Navarro, Sayani Cervantes, Ashlan Correia,

FFA Members Who Attended:

Anthony Aguilar
Kevin Alvarez
Guillermo Arroyo
Angelique Baptista
Diana Berrera
Julissa Camacho
Oscar Cervantes
Sayana Cervantes
Ashlan Correia
Francisco Correia
Edwin Cruz
Yuriria Cuellar
Ruby Delgadillo
Jill Friesen
Gabriella Garcia
Eva Garcia
Nathalia Godinez
Nadia Godoy
Jasmyne Gomez
Curtis Griffith
Jasraj Kaur
Mandip Kaur
Rocio Lopez
Abigail Martinez
Dulce Martinez
Yamile Martinez
Matthew Medel
Angela Morales
Emely Morales
Alicia Morris
Faateh Mukhtar
Luiz Muniz
Monica Navarro
Corey Nego
Marina Neves
Tyler Ratzlaff
Giselle Reyna
Wendy Santana
Chanpreet Sidhu
Rueger Silva
Dilvir Singh
Suhkraaj Singh
Marco Sobrevilla
Tatiana Solorio
Victoria Souza
Haley Thomas
Jiselle Trujillo
Nancy Valencia
Alondra Zamora

Dilvir Singh, Rocio Lopez, Abigail Martinez, Giselle Reyna, Wendy Santana, Diana Berrera, Yuriria Cuellar, Haley Thomas, Nathalia Godinez, Tyler Ratzlaff, Yamile Martinez, Julissa Camacho, Alondra Zamora, Oscar Cervantes, Victoria Souza, Nancy Valencia, Angelique Baptista, Tatiana Solorio, Rudy Delgadillo, Marina Neves, Nadia Godoy, Kevin Alvarez, Marco Sobrevilla, Mandip Kaur, Jasraj Kaur, Guillermo Arroyo, Chanpreet Sidhu, Jiselle Trujillo, Jasmyne Gomez, Curtis Griffith, Rueger Silva, Edwin Cruz, Eva Garcia, Corey Nego, Faateh Mukhtar, Francisco Correia, Anthony Aguilar, and Matthew Medel.

On August 27th, Livingston FFA held their first meeting of the year! This meeting was filled with fun and excitement as FFA officers and members discussed past and upcoming events. The FFA members were ecstatic to hear the theme for the 2014 - 15 school year, *The Grass is Greener on the Aggie Side*.

FFA officers announced the upcoming Sweet Potato Festival! Join us on September 19th, 20th, and 21st for days filled with fun. Come and visit Livingston FFA's Super Fun Kid Zone where you can visit with a camel, dunk an unlucky person in our dunk tank, and ride the mechanical bull for as long as you can! Also announced was our t-shirt sales. Livingston FFA is continuing to sell our FFA shirts for only \$10. We greatly appreciate your support and encouragement. At our meeting we awarded James Petanan with Star Aggie for the month of August.

James has shown how dedicated he is to the FFA program through a variety of activities that he has performed. At the Merced County Fair, James showed his meat pen rabbits that he had bred himself. He earned FFA Reserve Champion and 4-H and FFA Reserve Grand Champion. James also took on many barn duties in the pig barn than was necessary of him. This summer James, assisted by his family, also painted the inside of the rabbit house and hung informational signs about rabbits, including their gestation period, body parts, and how to properly show a rabbit. He also hung posters about chickens and had a refrigerator installed in order to properly cool the eggs laid by the chickens. All the rabbits and chickens at Livingston High School were fed and given water by James Petanan.

Our FFA members loved our first meeting and our very excited for our next meeting on September 17th, the Ice Cream Social.

Our Star Aggies for the Months of September and October!

Livingston FFA's Star Aggie for the month of September is Yuriria Cuellar. She has attended a variety of FFA activities and has used them to provide herself with new opportunities to become even more involved. She encourages her friends to take the same opportunities she was given and become active members in our FFA program. At the Merced County Fair, Yuriria showed meat pen rabbits as an incoming freshman. She is excited to participate in the upcoming Greenhand Leadership Conference and Opening/Closing Ceremonies contest. Yuriria also plans on running for a Greenhand Officer position in November. Yuriria Cuellar is an excited, young woman who is ready to participate in every FFA activity available to her. She is also thrilled to be able to teach others about our growing FFA program.

The Star Aggie for the month of October is Sukhraaj Singh. Livingston FFA officers decided to award Sukhraaj with this award because of his outstanding participation at the Sweet Potato Festival. The dedication that he demonstrated towards the FFA was beyond belief. He showed up early every day prepared to help to the best of his abilities. Sukhraaj assisted the officers and advisors in setting up the games on the first day of the festival. He also helped run the games every day of the Sweet Potato Festival, Friday, Saturday, and Sunday. Sukhraaj was an amazing help and was willing to work wherever he was needed.

Annual Sweet Potato Festival

Everywhere you looked during the Livingston City Sweet Potato Festival you could see an individual wearing a Livingston FFA t-shirt. That is because the Livingston FFA had the opportunity to give back to the community by being a vital part of the Sweet Potato Festival. The Sweet Potato Festival was a three day event that ran from September 19th through September 21st, 2014. Over 75 Livingston FFA members volunteered each day to help run the Kids Zone, petting zoo, and other attractions. The Kids Zone included different games and activities that the younger festival goers could participate in from playing bowling and corn hole to feeding a camel a fingerling sweet potato to winning the bounce house basketball game. The two attractions that gained the most attention were the dunk tank and mechanical bull. All of the Livingston FFA Advisors helped raise money by sitting in the dunk tank for an hour. "It was funny watching our teachers get dunked in the dunk tank" exclaimed freshmen FFA member, Gabriela Garcia.

Hannah Friesen, the Livingston FFA Chapter President stated that "It was awesome seeing so many of Livingston FFA members coming together to help the community and showcase such a delicious commodity." Besides helping at the Kids Zone, Livingston FFA members sold three pound bags of sweet potatoes with half of the proceeds going toward the local food bank. The Livingston FFA Booster Club also had their food truck in action selling their sweet potato specialty item, sweet potato donuts. This is the first opportunity for the youngest members of our chapter to see another glimpse into what the FFA is all about.

Lindsay Silva, the Livingston FFA Reporter was interviewed by a local radio station regarding Livingston FFA's involvement at the Sweet Potato Festival. "I was nervous at first but it was exciting to be able to spread the word about all the hard work Livingston FFA is putting in to making the Sweet Potato Festival a success" said Lindsay when asked about her interview. To see all the service projects Livingston High School FFA has planned for this school year and more, visit LivingstonFFA.org.

Ice Cream Social Meeting

Livingston FFA was excited to see over 150 FFA members at their second FFA meeting of the school year on September 17th, 2014. Members, as well as officers and advisors, were given the opportunity to interact with each other while eating ice cream, playing games, and taking fun pictures at the photo booth. Officers and members discussed the upcoming Greenhand Leadership Conference and Sweet Potato Festival, both which were a great success! On October 15th, Livingston FFA will be attending the Opening and Closing Ceremonies Contest held in Gustine. "I really enjoyed the social aspect of this FFA Meeting, because I was able to talk with new FFA members about the upcoming opportunities available to them in the FFA," said Livingston FFA Chapter Historian, Jazmin Becerra.

Livingston FFA will be bringing their officer team and numerous teams consisting of Greenhands to participate in this contest.

Livingston's officer team will be attending COLC to learn new leadership skills and ways to bring more students into their FFA program. Livingston FFA also discussed a few of their fundraisers such as the t-shirts they are selling for only \$10.00 and the placemat ads they are selling for \$50.00, \$100.00, and \$200.00. For their next meeting, Livingston FFA will be attending Frightmare Farms on October 11th in Le Grand. "We saw a great turn out at this meeting, and foresee this next meeting being a great way to keep our FFA members motivated and involved," said Livingston FFA Leadership Student, Betty Solorio.

Don't forget to purchase your own Livingston FFA t-shirt for only \$10!

Buy a dozen farm fresh eggs for only \$2!

Support your local FFA by buying one of our placemat ads, \$50, \$100, and \$200!

Follow us @Livingston_FFA or
Check out our website: www.LivingstonFFA.org for more information
on upcoming events!

Livingston FFA

November - December 2014 Newsletter

Livingston FFA “Lands” First Place at West Hills Field Day

On Saturday, November 22, Livingston FFA traveled to West Hills College in Coalinga to compete in the Land Judging competition. The purpose of this competition is to effectively make students aware of the value of soils in production agriculture, the environment and society. The team consisted of Lily Reyes, Georgina Reyes, Melissa Sanchez, Danielle Brusenski, Nancy Guzman, and Elias Williams. This will be Lily, Georgina, and Melissa’s 2nd year competing in the land judging competition. Although this is Nancy and Elias’s first year, they have already shown great potential and enthusiasm. “Our land team has been working hard and has committed a multitude of hours to this competition,” said Senior Land Judging Member, Melissa Sanchez, “we are proud of our accomplishments, and ready to see what the rest of the judging season has in store for us.”

Their dedication has finally paid off as Lily Reyes placed 1st high individual, earning her a belt buckle. Melissa Sanchez placed 3rd, and Georgina Reyes placed 4th. Overall, Livingston FFA placed 1st high team. “I was very excited when they announced that we got 1st high team. My team and I felt accomplished and ready for the next competition.” said Georgina Reyes. Livingston FFA is extremely proud of the land team and how they have performed. Livingston is excited to see how they will do at the upcoming competitions.

Land Judging Team:

Lily Reyes- 1st Place
Melissa Sanchez- 3rd Place
Georgina Reyes- 5th Place
Danielle Brusenski
Nancy Guzman
Elias Williams

**Congratulations
to our land
team for earning
1ST HIGH TEAM!**

Greenhand /Chapter Farmer Banquet

Livingston FFA held their annual Greenhand/Chapter Farmer FFA Degree Banquet on Wednesday, November 5th, in which a multitude of members attended. This banquet was an excellent place for new members to learn and become excited about our growing and expanding FFA program, along with everything that they can achieve as FFA members.

The Greenhand Degree is awarded to those members who have excelled as first year agriculture education students. "We are very excited to have such a great group of greenhands," said Livingston Agriculture Instructor, Ms. Kaylyn Schiber. "We have seen them accomplish so much already, and can't wait to see how they fulfill their potential over the next four years." Five of the Greenhand members also presented the Creed for the banquet. Each paragraph was said in a different language to represent all aspects of agriculture and the FFA's belief in the value of every human being. Yuriria Cuellar recited the Creed in English, Sayani Cervantes said it in Spanish, Marina Varela presented it in Portuguese, Sukhraaj Singh delivered it in Punjabi, and Diana Barrera recited it in Italian. The delivery of the Creed in the different languages was astounding to hear as the greenhand members delivered it with a sincere passion.

Following the presentation of the Greenhand Degrees, Chapter officers performed the Chapter Farmer Degree Ceremony. This degree is for second year agriculture education students who have shown progress in their coursework, Supervised Agriculture Experience Projects, and their FFA involvement. "We are very proud to have such great retention in our program," said Livingston Agriculture Instructor, Mrs. Stefanie Kuhr. "It says a lot about the success of our program and the opportunities that it provides for our students." Every member was excited as they earned the degree they worked hard to achieve. Our Greenhand members are ecstatic to earn their Chapter Farmer Degree next school year, while our Chapter Farmers are already beginning the hard work and dedication in the hopes of attaining their State Degree.

As the banquet came to a close, the 2014-15 Chapter officers announced our newly installed 2014-15 Greenhand officers. Our greenhand officers are Diana Berrera as Historian, Sayani Cervantes as Sentinel, Marina Varela as Reporter, Rueger Silva as Treasurer, Jill Friesen as Secretary, Yuriria Cuellar as Vice-President, and Sukhraaj Singh as President. "I was so amazed that I became Greenhand President," said Sukhraaj Singh. "I can't wait to help lead other FFA members and show them how much fun FFA can be for anyone!"

2014-2015 Greenhand Officers

President- Sukhraaj Singh
Secretary- Jill Friesen
Reporter- Marina Neves
Historian- Diana Berrera

Vice President- Yuriria Cuellar
Treasurer- Rueger Silva
Sentinel- Sayani Cervantes

Christmas Spirit Comes to Livingston FFA

Livingston FFA members attended the annual December FFA meeting on December 9th. This meeting was attended by over 100 LHS FFA members who were ready and enthusiastic to join in on the Christmas festivities. Students had the opportunity to hear from chapter officers regarding the upcoming events in the chapter. Once the business portion of the meeting was concluded, students were able to participate in an ugly christmas sweater competition and a gingerbread house building competition. Livingston FFA member, and Greenhand Sentinel, Sayani Cervantes said, "FFA has been one of the best things I have joined here at LHS. The Christmas FFA meeting was awesome, with competitions of the best gingerbread house, and also the best ugly sweater." Everyone that went to the Christmas meeting left the event with a smile on their face, and everyone is already excited for the next meeting.

Students were also able to give back to the Livingston community through a canned food drive that was held at the meeting. "We collected over 50 canned food items for families in our community," said Livingston High School Agriculture Instructor, Louis Randall, "It was exciting to see the students so willing to help their community." We want to thank those individuals who contributed to their time to make this such a fantastic event, and also thank Ms.Schiber, Mrs.Kuhr, Mr. McGuire and Mr.Randall for encouraging all students to get involved with an organization that continues to strive for excellence in its members.

Star Aggies

Marina Neves

The Livingston FFA Chapter Officer team selected Marina Neves as the Star Aggie for the month of November. Marina has taken advantage of many opportunities in the FFA as a Greenhand. She played a vital role in the completion of FFA's homecoming float. She also serves as this year's Greenhand Reporter, and showed success in the FFA Creed speaking contest. We believe she will have much success throughout her FFA career.

Betty Solorio

For the month of December, Livingston FFA officers chose Beatriz Solorio for Star Aggie. Beatriz has helped set up, check students in, and attended every FFA meeting. She is a great example of an active FFA member. She worked at the Sweet Potato Festival selling sweet potatoes and working the game booths. She also sold tickets for our Drive Thru BBQ Dinner and helped organize the food into the appropriate places.

Selling Sweatshirts! Only \$35.00

To add your name to the sleeve, it will be \$40.00.

Participate in upcoming CDE's (Career Development Events) and Super Saturday (public speaking contest)!

See your Ag teacher for more details

*Follow us on Facebook,
Instagram, and
Twitter at
@Livingston FFA*

J

Chapter Scrapbook

The Livingston FFA Chapter Scrapbook is maintained by the Chapter Reporter and Chapter Historian. I oversee the completion of the scrapbook. The scrapbook and all the necessary materials are located in room 607. This is the first time Livingston has completed a Chapter Scrapbook in many years. The scrapbook includes pictures and newspaper articles from different events throughout the school year.

Attached:

- Photos of pages from the current year Scrapbook

Scrapbook (In progress)

Picture to the left: One of the divider pages showcasing the theme for the 2014-2015 year: The grass is greener on the Aggie Side.

Pictured to the left: The scrapbook page for the State Finals Judging Contest at Cal Poly. It includes an article that was published in the Merced County Farm News Newspaper.

K

Summer Activities

Livingston FFA keeps an updated calendar on its webpage at www.livingstonffa.org which is viewable by all students, parents, and administration. All activities that are available for the students to participate in are posted to the shared calendar.

The agreement entered into by the Merced Union High School District and the Teachers Union does not require agriculture teachers to log their summer hours on the extended contract. A simple form can be filled out by the instructor for all extra hours spent during the school year and during summer activities.

Attached:

- 2015 Projected Summer Activities
- MUHSD AG Teacher Time Card

Merced Union High School District Ag Teacher Time Card

Name: Kuhr Stefanie Marie Site: LHS Employee Ref/I.D. #: 6526
(Located at bottom of I.D. badge)

School Year: 2014-2015

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total X Days
Jul									X	X	X							X				X						X				6
Aug					X								X												X	X						4
Sep						X											X	X	X	X	X											6
Oct			X	X	X					X					X													X				6
Nov			X									X							X		X											5
Dec			X	X		X						X	X																			5
Jan														X										X								2
Feb				X			X				X			X	X			X		X	X				X			X				9
Mar			X				X							X							X						X	X				6
Apr	X														X		X	X	X	X	X	X										8
May	X	X				X							X							X									X	X		7
Jun							X	X	X	X	X	X	X	X																		8
Year Totals:																															72	

[*Attach planned calendar of activities.]

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 Star Aggie	2 Record Book Day #2	3	4	5	6
7	8	9	10	11	12	13
Merced Fair						
14	15 Summer Classes	16	17	18	19	20
Haul Tack Out						
21	22	23	24	25 AGRISKILLS	26	27
CATA Summer Conference						
28	29 Summer Classes	30	1	2	3	4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4
Summer Classes	Summer Classes	Summer Classes				
5	6	7	8	9	10	11
7:30am - Rockstar CUE Conference				Record Book Day		
12	13	14	15	16	17	18
	Farm			Build Second Avian Unit		
19	20	21	22	23	24	25
					Officer Retreat	
26	27	28	29	30	31	1
Officer Retreat				Department		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Officer Retreat	27	28	29	30 Department	31	1
2	3	4	5	6	7	8
			Classroom Prep			
9	10 8:30am - Round Up	11	12	13	14	15
16	17 8am - School Years	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

L
Graduate Follow-up
Survey

The graduate follow-up system is used to gather information from program completers such as:

- School the member is enrolled in
- Status of employment
- Option to provide opinion on the value they received from the agriculture program
- Suggestions for improvement

Information from the survey that is sent to graduate seniors is used to gather information and provide feedback to the program. Once the survey is returned it is placed in the student's file that has been maintained in the agriculture department.

Attached:

- Graduate Follow-up Survey

1. Name _____

(Please Print)

2. Please check the Agriculture Program of Instruction complete in High School:

___ a. Ag. Science 1

___ b. Ag. Science 2

___ c. Ag. Biology

___ d. Ag. Science 3 & 4

___ e. Ag. Sales/ Service

___ f. Ag. Welding

___ g. Small Engines

___ h. Floriculture/ Ornamental Horticulture

3. Please check all of the following questions that apply:

___ a. You are currently employed in an agricultural occupation.

___ b. You are currently enrolled in an agricultural program at either a Junior College or University.

___ c. The agricultural courses taken at Livingston High School helped you in acquiring a job or supplied you with background information for college courses.

___ d. The agricultural courses at Livingston High School offered you training in other areas which has proven to be beneficial for a job or college.

4. Please list areas of instruction that you have found to be valuable for a job or in college, which we should cover in more detail. (i.e. Feeds and Nutrition, Hydraulics, Fertilizers, Landscape Design, International Marketing.)

LHS AG DEPARTMENT FOLLOW UP RESULTS

YEAR: _____

Number you consider completers _____

Number attending college _____

Number working full time in agriculture _____

Number working full time in Non- agriculture _____

Number entering the military _____

Number not working or attending college _____

% of completers indicating a positive response to program _____

Comments:

- a. What kind of advertisement can be changed to keep numbers up?
- b. Why is the number of seniors lower immensely to freshman?

M.

Graduate Follow-up Survey

This is an area for improvement for Livingston FFA. We do not have the most accurate records when it comes to student's previously in the program due to the constant turnover of advisors and the difficulty that comes with contacting and locating the majority of our students. The following graduate survey was created this year and will be used for the first time this upcoming fall to collect data on the recent 2015 graduates.

Attached:

- Graduate Follow-up Survey

**Livingston High School
Ag Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school
_____ Full-time
_____ Part-time

_____ Working
_____ Full-time
_____ Part-time

_____ In the military

_____ Not working

_____ Homemaker

_____ Looking for work
_____ Not looking for work

_____ Other _____

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

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the vo-ag program at RHS.

_____ I am using some of the skills I learned in the vo-ag program at RHS.

_____ I am not using any of the skills I learned in the vo-ag program at RHS.

5. What type of school are you currently attending?

_____ High school

_____ Trade/technical school

_____ 4-year college

_____ Private business school

_____ Adult education

_____ Other _____

6. What is your major course of study?

7. How would you rate the training received in the LHS vo-ag program?

_____Excellent _____Good _____Fair _____Poor

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

_____Excellent _____Good _____Fair _____Poor

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

_____ Officer and committee chairman experience
_____ Judging contests
_____ Advanced degree and proficiency awards
_____ Participation in chapter activities, working with others
_____ Livestock raising, shows, fairs, etc.
_____ Other –please describe _____

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

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

3. Please rate the facilities and equipment used at LHS for the vo-ag program:

Facilities: _____Overcrowded _____Adequate space provided
 _____Modern _____Out-of-date

Equipment: _____Modern _____Out-of-date
 _____Well-maintained _____Poorly maintained
 _____Adequate amount of equipment for all students in class

_____Other-please describe _____

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

[Portal Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)

Graduate Follow-up Report

Filing Year=2014

CA0135 Livingston
Livingston HS
1617 Main St.
Livingston, CA 95334

Printed: 4/11/2015 6:49:18 PM

Total Seniors (Year=2013):	54
Total Seniors having completed 3 or more years of Ag Instruction:	8
Program Completer Status	
Two Year College Ag Major	2
Two Year College Non-Ag Major	1
Four Year College Ag Major	1
Four Year College Non-Ag Major	1
Employed - Parttime Ag Job	1
Employed - Fulltime Ag Job	1
Military	1

Site developed and maintained by the California FFA Association.
Page last modified: 12/30/2011

N
Comprehensive Program
Plan

The Comprehensive Program Plan Binder for Livingston High School can be found in a separate binder labeled "Comprehensive Program Plan". This binder was the focus of my project for AGED 539. Now that the Comprehensive Program Plan binder was finally updated a copy will be provided to the Livingston High School Administration and the Regional Supervisor.

Attached:

- See additional binder.

O

Agriculture Advisory Committee
Meeting Agendas

The Livingston High School Agriculture Advisory Committee meets twice a year; once in the fall semester and then again in the spring semester. These meetings are used to discuss pertinent information with invested parties of the Livingston High School Agriculture Program. Special invitation to participate is sent out three weeks prior to the meeting. The Agriculture Advisory Committee for Livingston High School is composed of the Agricultural Instructors, Administration, the ROP Career Technician, Pathway related Community members, and other special guests.

Attached:

- Advisory Committee Meeting Agendas

Livingston High School

Stefanie Kuhr, Agriculture Teacher/Department Chair
Louis Randall, Agriculture Teacher
Kaylyn Schiber, Agriculture Teacher
Kevin McGuire, Agriculture Teacher

1617 Main Street
Livingston, California CA 95334

Phone (209) 394-7960

Ag Advisory AGENDA

May 7, 2015 at 6pm in Room 600

1. Meeting called to Order
2. Introduction of Members
3. Update on FFA Activities (see handout)
4. Upcoming Events
 - a. Chapter Officer Elections
 - b. End of Year Banquet
 - c. Incentive Trip
5. Update on Classes (All):
 - a. Horticulture (new)
 - b. Vet Science (new)
6. Booster Club
7. Adjourn

The FFA Mission

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.

Livingston High School

Stefanie Kuhr, Agriculture Teacher/Department Chair
Louis Randall, Agriculture Teacher
Kaylyn Schiber, Agriculture Teacher
Kevin McGuire, Agriculture Teacher

1617 Main Street
Livingston, California CA 95334

Phone (209) 394-7960

Ag Advisory AGENDA

December 3rd, 2014 at 6pm in Room 600

1. Meeting called to Order
2. Introduction of Members
3. Appoint Secretary and Chairperson
4. Review of on the On-Site Audit
5. Update on FFA Activities
6. Update on Classes (All):
 - a. Ag Earth Science
 - b. Ag Biology
 - c. Ag Mechanics/Small Engines/Wood Shop
 - d. Floral Design
 - e. Ag Leadership
 - f. What classes would YOU like to see in the future?
7. Date, Time for next meeting
8. Adjourn

The FFA Mission

*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.*

Livingston High School
Agricultural Advisory Committee

2014-2015

1. Ralph Calderon,
Principal, Livingston High School
1617 Main Street, Livingston, CA. 95334 (209) 394-7961
2. Aaron Silva
Local Business Owner
3290 Central Ave, Atwater, CA 95301 (209) 777-1605
3. Brandon Friesen,
Local Business Owner
321 2D Livingston, CA. 95334 (209) 394-7949
4. Scott Weimer,
Assistant Vice Principal, Livingston High School,
1617 Main Street, Livingston, CA. 95334, (209) 394-7961
5. Maria Canchola
Agriculture Assistant 1, Stanislaus County Office
(209) 417-4219
6. Phil Schiber
BTSA Coach; Former Agriculture Instructor
16341 Sunset Drive, Livingston, Ca 95334 (209) 676-0178
7. Dennis Brusenski,
Meat goat and rancher,
14550 Longview Ave, Livingston, CA. (209) 756-6664
8. Gabriel Maldonado Gonzales
Export Administration, Costco Wholesale (209) 221-6200 ext 353
9. Bryan Tasse
Merced College Plant Science Instructor
3600 M Street, Merced, Ca 95348 (209) 386-6778
10. Leticia Guizar
ROP Career Center Technician, Livingston High School
1617 Main Street, Livingston, Ca 95334 (209) 394-7961

LIVINGSTON HIGH SCHOOL

1617 Main Street
Livingston, CA 95334
209-394-7961 (Fax 209-358-1093)
www.muhsd.k12.ca.us

Ralph Calderon
Principal

Albert Gonzalez
Associate Principal

Anita Masaniai-Robert
Associate Principal

Scott Weimer
Associate Principal

April 13th, 2015,

Dear Mr. Calderon

Livingston High school is committed to providing its students many opportunities and experiences through which to become aware of, explore, and plan for a career in Agriculture. To improve our programs, curriculum, and delivery strategies, we are holding our annual Agriculture Advisory Committee. To be effective and relevant, we believe it is critical that representatives from business and industry, community leaders, parents, students, and school staff all have opportunity to provide input and service on this committee.

We invite you to join us by serving as a member of the Livingston Agriculture Advisory Committee. By serving on this committee, you have the opportunity to guide the Livingston High School Agriculture Department, prepare students for their future, and promote and advocate the importance of agriculture awareness, exploration and planning.

The Agriculture Advisory Committee meeting is scheduled for Tuesday, May 5th, 2015 in room 600 of the Science building, from 6pm-7pm..

Please let us know of your decision no later than Thursday, April 29th, 2015. We look forward to hearing from you and appreciate your consideration to be a part of the committee. If you have questions or concerns, please contact Stefanie Kuhr, skuhr@muhsd.org or 209-769-0812.

Sincerely,

Stefanie Kuhr
Livingston High School
Agriculture Department Chair

P

Agriculture Advisory Committee
Meeting Minutes

The Livingston High School's Agricultural Advisory Committee meets twice a year; once in the fall semester and then again in the spring semester. Items that are discussed during the fall meeting include but are not limited to: current issues that the department would like advice and input on, the current enrollment in the program and other information as needed. The spring semester the committee focuses on recruitment and goals for the upcoming year. We also take this time to discuss the strengths from the current year as well as the deltas for areas of improvement.

Attached:

- Advisory Committee Meeting Minutes

Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*

Louis Randall, *Agriculture Teacher*

Kaylyn Schiber, *Agriculture Teacher*

Kevin McGuire, *Agriculture Teacher*

Ag Advisory AGENDA

May 7th, 2015 at 6:00 pm in Room 600

The meeting was called to order at 6:00 pm.

Roll was conducted with an introduction of members. The following members were present:

Stefanie Kuhr

Louis Randall

Kaylyn Schiber

Kevin McGuire

Phil Schiber

Aaron Silva

Dennis Brusenski

Shirley Silva

Maria Conchola

Ralph Calderon

Danielle Brusenski

Mrs. Kuhr made an introduction of new members to the committee however; they were unavailable to join us for the meeting. Dr. Kate Platt from Azores Veterinary clinic who will be instrumental in helping facilitate the growth in the Veterinary Science program. The Horticulture Instructor at Merced Community College, Bryan Tassey; who will be helping the growth in our Horticulture Pathway.

Mrs. Kuhr provided a handout that highlighted the achievements of the department within the past year. (See attached handout).

Agenda item: upcoming events.

Mrs. Kuhr stated that officer elections are coming up on the 15th. All students interested in running for office have a deadline to turn in their officer applications by tomorrow (May 8th)/ Ms. Schiber discussed changes to the banquet this year. Stating the reason for foregoing the formal dinner was to try and increase attendance. Ms. Schiber asked if anyone had connections to get items donated that the information would be helpful as the event is free. Ralph said that administration would donate dessert to the banquet.

Agenda item: update on classes.

Two new classes are being offered next year. Horticulture which will be taught by Ms. Schiber and Vet Science that will be taught by Mrs. Kuhr. Mr. Calderon stated that there is a problem with retaining students in the program and hopes that with these new classes and more defined pathways, that we will start to see 50 strong program completers. A possibility of hiring a 5th agriculture teacher in the future.

The FFA Mission

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.

Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*

Louis Randall, *Agriculture Teacher*

Kaylyn Schiber, *Agriculture Teacher*

Kevin McGuire, *Agriculture Teacher*

Agenda item: Booster Club.

Mrs Kuhr asked for suggestions in how to increase membership into the Booster Club. Aaron Silva suggested mentioning it again at the awards banquet and having a booth during social hour of the banquet. He also suggested having a Booster meeting following the ag advisory meeting so that one meeting could roll into the next. Kevin McGurie suggested providing incentives to parents who get involved. For example: a parent works 5 hours at the dinner and the student receives \$X off leadership conference registration. Kevin also added to Aaron's suggestion that maybe Booster meetings could happen simultaneously with chapter meetings. Phil Schiber who has been an active member of the Atwater Booster Club shared that growth is done by word of mouth from current members. He also suggested that they focus on one large dinner.

The final topic discussed was scholarship night and the amount of money that was awarded to FFA members. Randall stated there were scholarships that students didn't apply for and that maybe it would be helpful to have scholarship workshops. Maria Conchola offered to help with the workshops as a translator. She also offered to get us in contact with the Merced County Ag Commissioners Office to possibly do a presentation on agriculture jobs to help students realize that there are more jobs in agriculture besides working in the field.

Meeting was adjourned at 7:00 pm.

Sincerely,

Stefanie Kuhr

Livingston FFA Department Chair

Ag Advisory Committee Secretary

The FFA Mission

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LIVINGSTON HIGH SCHOOL

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www.muhsd.k12.ca.us

Ralph Calderon
Principal

Albert Gonzalez
Associate Principal

Anita Masaniai-Robert
Associate Principal

Scott Weimer
Associate Principal

Agriculture Advisory Committee Meeting

The meeting was called to order by Stefanie Kuhr at 6:03 pm.

The members present include: Scott Weimer, Ralph Calderon Stefanie Kuhr, Louis Randall, Kaylyn Schiber, Kevin McGuire, Aaron Silva, Brandon Friesen, Dorothy Brusenski, Maria Conchola, and Phil Schiber.

First item discussed was electing members for leadership roles. Mr. Silva said that he was willing to remain chair of the Agriculture Advisory Committee. He ran unopposed. Mrs. Kuhr called for someone to step up committee secretary. There were no volunteers so by default Mrs. Kuhr will continue to act as acting secretary.

Next agenda item discussed was how classes and FFA activities were going for the school year. Ms. Schiber reported on all the activities including the new FFA webpage. All other advisors talked briefly about the happenings in their class.

The big item of discussion was brought up Stefanie Kuhr in regards to the recent on-site review held at Livingston High School. On November 4, 2014 Mrs. Kuhr, Mr. Silva, Mrs. Machado (from the district office), Mr. Calderon all sat down with Charles Parker, the Regional Supervisor. The conversation was focused on the general recommendations for the program that was suggested by Charles Parker based off his findings. The recommendations are:

- 1) to fully develop pathways and to ensure that there is a sequence of courses for each pathway
- 2) the 10% of their grade is based upon student's participation in leadership experiences
- 3) utilize record books in all agriculture classes
- 4) use the student data sheets as a planning tool

Each recommendation was discussed. The outcomes include that the advisors are working revamping the lack of pathways with a current suggestion of an Ag Mechanics with a capstone of fabrication, Agriculture with a capstone of Vet Tech, and the final pathway of Horticulture with a capstone of Ornamental Horticulture or Floriculture. The committee agreed that we needed to offer the fabrication class because with the amount of farm work available in our area. Mr. Calderon address his request for us to not make FFA mandatory in the biology classes. He said that he felt FFA was moving in a positive direction and it may be possible to change that in the upcoming year. All advisors agree that we need to do a better job at making sure each student completes and closes out their record books. We are going to transition all students to the I record book this year.

Stefanie asked for any items from the floor. Seeing none, the meeting was called to a close at 6:45 pm

"PREPARING STUDENTS FOR THEIR FUTURE"

Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*
Louis Randall, *Agriculture Teacher*
Richard Chapman, *Agriculture Teacher*

Ag Advisory AGENDA

November 12, 2013 at 6:30 pm in Room 600

The meeting was called to order at 6:35 pm.

Roll was conducted with an introduction of members. The following members were present:

Stefanie Kuhr	Louis Randall	Richard Chapman
Scott Weimer	Ralph Calderon	Phil Schieber
Dennis Brusenski	Jeanne Knapp	Maria Canchola
Vivian Vieker	Gerardo Aguilar	

Mr. Randall made a motion to approve the minutes as read. Vivian Vieker seconded the motion. Motion passed.

The next item on the agenda was to appoint the new chairperson of the Ag Advisory committee. Mr. Aaron Silva had accepted the offer to be chair but due to his absence, the committee needed to appoint a vice chairperson. Mr. Calderon moved that the committee appoint Mr. Dennis Brusenski as vice chairperson. Mr. Phil Schieber seconded the motion. Mr. Brusenski accepted the nomination. Motion proceeded to a vote. Motion passed.

Mrs. Kuhr lead the discussion about the departmental 5 year facility and equipment acquisition plan. The focus of the discussion was the 2013-2014 year. Improvement of the school farm and facilities is included renovation of the sheep and goat. Mr. Chapman's shop skills class is tearing down the existing structures and installing new panels for a more uniform facility. Mrs. Kuhr mentioned the plan to take the small animal unit and turn it into a year-round facility for rabbits. Mrs. Kuhr will be attending a district wide meeting on December 4th to discuss the allocations for agriculture departments through the district for new agriculture department trucks/gators. Mrs. Kuhr stated that she believed Livingston Ag. should push for a new truck as she sees no use for a department gator at this time.

Gerardo Aguilar, the Livingston FFA Chapter President, highlighted some of the current and upcoming FFA activities. The first activity mentioned was project competition. Thursday, November 14th, 6 Livingston FFA members will be competing in the sectional project competition. This three times the amount of students competing compared to last year. The next activity discussed was winter formal and how winter formal serves as one of Livingston FFA's biggest fundraisers. The final activity was Super

The FFA Mission

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.

Livingston High School

Stefanie Kuhr, *Agriculture Teacher/Department Chair*

Louis Randall, *Agriculture Teacher*

Richard Chapman, *Agriculture Teacher*

Saturday which will be held on January 25th, 2014. This is when students have the opportunity to compete in a variety of different speaking competitions from prepared, extemporaneous, impromptu, and job interview.

Each advisor spoke quickly about the happenings in their current courses.

Mrs. Kuhr announced that there will be a parent/student exhibitor meeting on January 28th, 2014 at 6:00 pm in room 600. Livingston FFA members that will be showing at Merced Fair look to be on the rise. Mr. Joe Brown, a staff member at Livingston FFA, has offered room on his property for our students to house animal projects. Mr. Dennis Brusenski also offered room on his property.

The date and time for the next project competition meeting is tentatively set for April 8th, 2014 at 6:30 pm.

When the floor was open to questions, a discussion was had about Agriculture Incentive Grant. We received 91% of our awarded allotment. There was 9% cut state wide. Jeanne Knapp added a ROP point of view in the fact that CTE has a good leg to stand on with the FFA being a Nation Student Organization. Mr. Weimer added that API will be changing the calculation of API to include a career-readiness component.

Meeting was adjourned at 7:15 pm.

Sincerely,

Stefanie Kuhr

Ag Advisory Committee Secretary

The FFA Mission

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.

Q

Agriculture Advisory Committee Constitution

The Livingston Agriculture Advisory Committee is made up of invested community members, past students, current parents of the program, and other vital parties of the program. The purpose of this committee is to advise in the department of what the community and industry is looking for as a final product of the department.

Attached:

- District Approved Advisory Committee Constitution

Advisory Committee for Agriculture Education
Merced Union High School District
Merced, California
Approved 2011

Atwater High School

Buhach Colony High School

Golden Valley High School

Livingston High School

Merced High School

SECTION A- PURPOSE:

- Article 1. The agriculture Advisory Committee shall exist only during such time as it is authorized by the administration of the District of the Board of Education.
- Article 2. The Advisory Committee may direct its advice and recommendations toward the Agriculture teachers, the school and district administration or the Board of Education. It shall limit its activities to matters concerning the Agriculture Education Department.
- Article 3. It shall be the duty of the Advisory committee to:
- a) Study the needs of the community related to the work of the Agriculture Department
 - b) Suggest and advise in areas of education pertaining to the objectives of the district's Agriculture Education program(s).
 - c) Review the departments' ability to meet state standards in Agriculture Education.
 - d) Review and evaluate facilities and equipment available for the use of instruction.
 - e) Assist in evaluation the agriculture programs instruction, curriculum and course content being provided to the students.
 - f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices that may be applicable.
 - g) Serve as an avenue of communication between the Agriculture Department and the community.
 - h) Provide special committees to work with various groups participating in the Agriculture Education Program such as FFA members, parents and the FFA Booster Club.
 - i) The Advisory committee shall have an appointed chair, vice chair. The secretary shall be one of the Agriculture instructors from the department.

Section B- Membership

- Article 1. There shall be a maximum of 14 members on the Agriculture Advisory Committee, with a variety of representation from the animal science, horticulture, agriculture mechanics, and agriculture business pathways as well as other business, community, and educational representatives who serve the agriculture industry or agriculture department.

- Article 2. Members shall be selected in such a way that they represent a cross-section of the farm and business community served by the Agriculture Department.
- Article 3. Members shall be nominated by the Agriculture Department Staff and shall be notified of their appointment by the Agriculture Department Chairman.
- Article 4. Members:
A) The term of membership shall be for three years and can be renewed at the end of the term.
B) Be appointed and re-appointed as the need arises.
C) Have the only voting rights of the committee.
D) Appoint/approve an acting chairman, vice chairman and secretary.
- Article 5. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.
- Article 6. An individual shall lose membership if he/she fails to take an active role in the committee's activities or is no longer a positive contributing member of the committee. The committee will make this decision after consulting with the Agriculture Department Staff.
- Article 7. The Board of Education shall appoint a Board Member and the District superintendent or his representative to act as a non-voting member of the committee.
- Article 8. The Superintendent and Board Members will not be voting members but may attend meetings.
- Article 9. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Section C- Meetings

- Article 1. The committee shall meet no less than two times per year, ideally three times per year. The Agriculture Department Chairman and the Agriculture Advisory Committee Chairman will decide on meeting dates.
- Article 2. The Chairman as necessary may call special meeting during the year.
- Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.
- Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.

- Article 5. A quorum will consist of a majority (50% + 1) of the total eligible voting members of the committee.

Section D- Chairman

- Article 1. The Agriculture Advisory Committee Chairman shall be elected each fall from the group of members who has served on the existing committee for at least one year. His duties shall be:
- a) To preside at all committee meetings.
 - b) To appoint special committees which may include persons other than the committee members
 - c) To call special meetings as needed.
- Article 2. The duties of the Agriculture Department Chairman shall be:
- a) To keep attendance records of the committee members.
 - b) To keep a record of discussion, recommendations, motions passed and committee appointments.
 - c) To maintain a permanent record file of all committee activities.
 - d) To distribute minutes of the committee meetings and copies of other committee documents to the committee members, Board of Education members, school site administration, superintendent, agriculture staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
 - e) To prepare the agenda for the committee meetings if requested to do so by the committee.

Section E- Changes in By-Laws and Constitution:

- Article 1. Suggestions for changes in the Constitution and By-Laws must be presented to the chairman and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before adopting.

R.

Proficiency Standards

Proficiency standards are also known as program completion standards. These standards can be assessed through coursework and examinations. In addition, SAE and FFA involvement are also analyzed. At Livingston High School, the Next Generation Science Standards are also integrated into our science courses. However, proficiency standards for program completers have not been established especially with the new addition of courses being offered next school year. It is an item to be discussed and developed this summer during the advisor meeting. The proficiency standards will then be taken to the Livingston Agriculture Advisory Committee to see if they agree with or have any recommendations for what we had created.

Attached:

- Example of Agriculture Science Proficiency Standard
- Agriculture Biology Standards
- Food Science Standards

Agriculture Science

-----has completed-----

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

Competency Level

- _____ Basic Animal Science
- _____ Anatomy and Physiology of Farm Animals
- _____ Livestock Breeding and Genetics
- _____ Handling Livestock
- _____ Livestock Nutrition and Feeds
- _____ Animal Health
- _____ Beef Cattle
- _____ Swine
- _____ Sheep
- _____ Beef, Swine, and Sheep Husbandry
- _____ Dairy Cattle and Dairy Cattle Husbandry
- _____ Livestock Evaluation and Selection
- _____ Livestock Products
- _____ Poultry
- _____ Basic Plant Science
- _____ Plant Classification Systems
- _____ Areas of Crop Production
- _____ Vegetable Crops
- _____ Tree Crops
- _____ Forage Crop Production
- _____ Vine and Small Fruit Crops
- _____ Land Preparation and Planting
- _____ Soils
- _____ Fertilizers
- _____ Irrigation and Drainage
- _____ Harvesting
- _____ Identification of Crops, Products, and By-Products
- _____ Agricultural Production Records
- _____ Agricultural Production Products
- _____ Marketing Agricultural Products
- _____ Financing Agricultural Production

Certifying Instructor

Course Grade

Date

Unit of Instruction	Key Assignments	Hrs	Model Curriculum Standards Reinforced = R Taught = T		
Unit description prior to listing the competencies of the unit	Key assignments only		California Common Core Standards	Model CTE Curriculum Standards	Standards for Career Ready Practice — NETS
<p>I. Introduction to the Course</p> <p>A. Health and Safety</p> <ol style="list-style-type: none"> Personal Safety: Demonstrate an understanding of safe online practices identify strategies to maintain personal safety Accident Prevention & Emergency Procedures <ul style="list-style-type: none"> Describe accident prevention techniques and provide methods to prevent accidents in the workplace Recognize policies, procedures and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities Labor Laws <ul style="list-style-type: none"> Identify and explain the labor laws governing the workplace <p>B. Use of equipment</p> <ol style="list-style-type: none"> Tools and layout <p>C. Weights and measures</p> <ol style="list-style-type: none"> Demonstrate conversions of measurements used in the kitchen. Properly measure liquids and solids. Read a scale and thermometer. Demonstrate how to read a recipe 	<p>Safety Test</p> <p>Bacteriological Examination of Food Equipment and Eating Utensils (Bacteria test on utensils and other environmental conditions)</p>	15	<p>English/L.A.: Grade 9-10: Reading Comprehensio n 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehensio n 2.3</p>	<p>ADR 6.0 (6.1-6.6)</p>	<p>CDE/Food Science: A3.0, A3.2, A3.3, A8.3, A8.4, A8.5</p> <p>CDE/Math 1.3</p> <p>ESLRs: Understand and follow safety rules and regulations</p> <p>Demonstrate the knowledge, skills and ability to competently complete the job</p> <p>Analyze information and makes appropriate decisions</p>

to complete a project.						
D. Lab Organization 1. Demonstrate how to organize your work stations.		Introduction to FFA and the benefits of membership FFA activities and competitions	4		ADR 9.0 (9.1-9.6) ANR 10.0 (10.1-10.4)	ESLRs: Demonstrate proficiency in communication skills through reading, writing, speaking and listening effectively Demonstrate effective and collaborative work with other members of a group Model honesty, integrity, reliability, responsibility and professionalism Display effective leadership and character traits Develop a plan to achieve career goals and lifelong learning
II. Leadership A. Identify ways a professional association can assist in career choices and contribute to employment B. Discuss the characteristics and benefits of teamwork, leadership and citizenship in the school, community and workplace						
III. Career Development Process A. Self-Assessment 1. Evaluate personal values, qualities and skills that align with career occupations B. Career Research 1. Research the scope of career opportunities; identify the requirements for education, training and licensure 2. Understand the past, present and future trends that affect career choices (labor market) C. Career Action Plan 1. Develop a career plan that is		Students will complete a career research project. Students will complete a career action plan.	5	English/L.A.: Grade 9-10: <u>Reading Comprehension</u> n.2.5 a-d Grade 11-12: <u>Reading Comprehension</u> n.2.3	ANR 3.0 (3.1-3.6)	ESLRs: Demonstrate the knowledge, skills and ability to competently complete the job Evaluate new situations and selects appropriate action Demonstrate effective and collaborative work with other members of a group Model honesty, integrity, reliability, responsibility and professionalism Display effective leadership and character

<p>designed to reflect career interests, pathways and postsecondary options</p>	<p>IV. Professionalism & Employability Skills</p> <p>A. Employability Skills Portfolio</p> <ol style="list-style-type: none"> Develop a portfolio that features the skills and experience necessary to obtain employment <p>B. Job Search and the Interview Process</p> <ol style="list-style-type: none"> Identify and utilize resources in the job search process Understand the importance of researching potential employers Demonstrate proper communication and appearance in the interview process <p>C. Work Ethic and Employee Etiquette</p> <ol style="list-style-type: none"> Identify, describe and demonstrate positive work ethic as it relates to job retention Understand the importance of maintaining confidentiality, integrity and honesty Evaluate ethical decisions regarding copyright and plagiarism <p>D. Sexual Harassment</p> <ol style="list-style-type: none"> Identify instances of sexual harassment Evaluate and develop appropriate solutions to sexual harassment situations Develop strategies for prevention of 	<p>Students will complete an Employability Skills Portfolio including:</p> <ul style="list-style-type: none"> Table of Contents Job Application Cover Letter Resume/References Letter of Recommendation Employability Skills Evaluation Career Action Plan Work Sample <p>Students will participate in a mock interview process</p>	<p>20</p>	<p>English/L.A.: Grade 9-10: <u>Writing Applications</u> 2.5 a-d Grade 9-10: <u>Written & Oral English Language Conventions</u> 1.2, 1.3 Grade 11-12: <u>Writing Strategies</u> 1.8 Grade 11-12: <u>Writing Applications</u> 2.5 a-d Grade 11-12: <u>Written & Oral English Language Conventions</u> 1.1, 1.2 Grade 9-10: <u>Listening & Speaking</u> 1.7 Grade 9-10: <u>Speaking Applications</u> 2.3-a, 2.3-c, 2.3-d, 2.3-e, 2.3-g</p>	<p>traits</p> <p>Demonstrate the appropriate job preparation and retention skills</p> <p>Develop a plan to achieve career goals and lifelong learning</p> <p>ESLRs:</p> <p>Effectively use technology</p> <p>Demonstrate the ability to identify, plan and allocate resources</p> <p>Demonstrate occupational competencies while using core academics</p> <p>Demonstrate proficiency in communication skills through reading, writing, speaking and listening effectively</p> <p>Demonstrate effective and collaborative work with other members of a group</p> <p>Model honesty, integrity, reliability, responsibility and professionalism</p> <p>Display effective leadership and character traits</p> <p>Demonstrate the appropriate job preparation and retention skills</p> <p>Develop a plan to achieve career goals and lifelong learning</p>
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<p>sexual harassment</p> <p>E. Personal & Professional Image</p> <ol style="list-style-type: none"> 1. Recognize the importance of maintaining a professional image through appearance, attitude and communication 					
<p>V. Scientific Method</p> <ol style="list-style-type: none"> A. Forming a hypothesis B. Experimentation C. Analyzing data D. Reporting Results 	<p>Design your Own Experiment (How to setup an experiment)</p> <p>Developing Data Tables (For use in lab analysis)</p> <p>Using Data for Calculations and Graphs</p>	<p>5</p>		<p>ANR-P C13.0 (C13.1-C13.3)</p> <p>ANR 1.2 Science (1.a-1.f)</p>	<p>ESLRs:</p> <p>Demonstrate the ability to identify, plan and allocate resources</p> <p>Produce results that demonstrate high standards, and workplace skills</p>
<p>VI. Overview of Food Science</p> <p>A. Food Industry Organization</p> <ol style="list-style-type: none"> 1. Name the four parts of the food industry. 2. Divide the food industry by major product lines. 3. Explain international aspects of the Food Industry. <p>B. Food Industry Trend</p> <ol style="list-style-type: none"> 1. Compare US food expenditures to other countries. 2. List four consumption trends. 3. Explain trends in meal purchases. 4. Identify allied industries. 	<p>Food Tariffs Lab (Understanding food tariffs)</p>	<p>5</p>	<p>English/LA:</p> <p>Grade 9-10: <u>Reading Comprehension</u> p 2.5 a-d</p> <p>Grade 11-12: <u>Reading Comprehension</u> p 2.3</p>		<p>CDE/Food Science:</p> <p>A1.0, A1.1, A1.2, A1.3, A4.0, A4.4, A5.0, A5.1, A5.2, A5.3, A5.5, A6.3</p>
<p>VII. Nutrition and Digestion</p> <p>A. Nutritional Values</p> <ol style="list-style-type: none"> 1. Identify nutritional needs using RDA or DRI. 	<p>Dining at a Fast Food Restaurant Lab (Fat content of food eaten at a fast food restaurant)</p>	<p>15</p>	<p>English/LA:</p> <p>Grade 9-10: <u>Reading Comprehension</u> p 2.3, 2.6</p>		<p>CDE/Food Science</p> <p>A4.0, A4.1, A4.4</p> <p>CDE/Health 1.2a-d</p> <p>CDE/Math 1.1, 1.3, 1.6,</p>

<p>2. Discuss the functions of energy, carbohydrates, fats, and proteins in the body.</p> <p>3. Provide the calorie content of proteins, carbohydrates, and fats.</p> <p>4. List the essential amino acids.</p> <p>5. Name two protein-deficiency diseases.</p> <p>6. Describe protein quality.</p> <p>7. Name an essential fatty acid</p> <p>8. List the water and fat soluble vitamins and their functions.</p> <p>9. List six minerals required by the body.</p> <p>B. Digestion</p> <p>1. Describe the process of digestion.</p> <p>2. Identify the organs involved in digestion.</p> <p>3. Discuss the relationship of diet to health.</p>	<p>Identifying Basic Components of Food (Nutrients) Lab (Measure the presence of major nutrients such as complex carbohydrates, protein, fat, etc.)</p> <p>Effects of Changing to a Low Fat Milk (Calculate the number of calories and grams of fat that would be saved by changing to lower fat milk)</p> <p>Swine Digestive Tract Dissection Lab (Dissect a pig GIT)</p>	<p>Grade 11-12: Reading Comprehension 2.3</p>	<p>1.5, 2.1</p> <p>CDE/Biology 1h, 9f</p> <p>CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10a, 10c, 10e</p> <p>ESLRs: Produce results that demonstrate high standards, and workplace skills</p> <p>Analyze information and makes appropriate decisions</p>
<p>VIII. Chemistry of Foods</p> <p>A. Chemical properties</p> <p>1. Describe the chemical properties of an element.</p> <p>2. Name the three elements most important to life.</p> <p>3. Explain how covalent, hydrogen, and ionic bonds are formed.</p> <p>4. Define a molecule.</p> <p>5. Identify symbols for hydroxyl, amino, ammonia, methyl, and carboxyl.</p>	<p>Boiling Points of Sugar and Salt Solutions Lab (Understanding different boiling points of liquid solutions)</p> <p>Potato Chip Lab (Oxidative rancidity)</p>	<p>English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3</p>	<p>CDE/Food Science A4.0, A4.1, A8.0, A8.1, A8.2, A8.4</p> <p>CDE/Biology 1h, 9f</p> <p>CDE/Health 1.2a-d</p> <p>CDE/Chemistry 7a, 7b, 7c, 7d, 8a, 8b, 8c, 8d, 10a, 10c, 10e</p> <p>CDE/Physics 3a, 3b, 3c, 3d</p>

<p>6. Discuss oxidation-reduction reactions.</p> <p>7. Describe the two divisions of metabolism.</p> <p>B. Carbohydrates</p> <ol style="list-style-type: none"> 1. Classify carbohydrates. 2. Compare the sweetness of various sugars. 3. Name the three uses of carbohydrates in foods. <p>C. Proteins</p> <ol style="list-style-type: none"> 1. Describe the chemical makeup of proteins. 2. Discuss the use and function of proteins in foods. <p>D. Fats</p> <ol style="list-style-type: none"> 1. Classify lipids. 2. Discuss the use of lipids or fats in foods. 3. Identify saturated and unsaturated fats. 4. List the fat and water soluble vitamins. <p>E. Minerals</p> <ol style="list-style-type: none"> 1. Name ten minerals important in nutrition. <p>F. Water essentials</p> <ol style="list-style-type: none"> 1. List two functions of water in the body. <p>G. Miscellaneous Chemicals</p> <ol style="list-style-type: none"> 1. Identify biotin, choline, and phytochemicals. 				<p>English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6</p>	<p>25</p>	<p>Biotechnology in Food Safety Lab (Design a bioengineered food product)</p>	<p>CDE/Food Science A8.0, A8.1, A8.2, A8.3, A10.0, A10.1</p> <p>CDE/Chemistry 7a, 7b.</p>
<p>IX. Food Processing and Technology</p> <p>A. Material handling</p> <ol style="list-style-type: none"> 1. Describe material handling aspects in the food industry. 							

<p>B. Food Preservation</p> <ol style="list-style-type: none"> 1. Mixing 2. Heat transfer 3. Chemicals 4. Irradiation 5. Separating 6. Drying 7. Packaging <p>C. Biotechnology and Genetic Engineering</p> <ol style="list-style-type: none"> 1. Process 2. Future trends <p>D. Water</p> <ol style="list-style-type: none"> 1. Structure and properties 	<p>A Bioengineered Food Product Lab (The enzyme rennin and its impact on hard cheese production)</p> <p>Binding Water in Meat Products (Importance of water in meat products)</p> <p>Boiling Point of Water Lab (Understanding boiling points of water)</p> <p>Heat Transfer on Cooking Rate Lab (Understanding how heat transfer effects food)</p> <p>Dehydration Lab (Dehydrate fruit and measuring water content)</p>			<p>7c, 7d, 8a, 8b, 8c, 8d</p> <p>ESLRs: Evaluate new situations and selects appropriate action</p> <p>Analyze information and makes appropriate decisions</p>
<p>X. Packaging</p> <p>A. Packing Concepts</p> <ol style="list-style-type: none"> 1. Identify three types of food packaging. 2. Name and describe the use of four basic packaging materials. 3. List ten features or requirements of packaging materials. 4. Describe tests that measure the properties of packaging material. 5. Identify packages with special features. 	<p>Affects of Light on Food Flavor Lab (Affect of lights has on the flavor of corn chips stored under varying conditions)</p> <p>Popcorn Packaging Lab (How laminated microwave popcorn package and its</p>	<p>3</p>		<p>English/LA: Grade 9-10: <u>Reading Comprehension</u> p 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> p 2.3</p> <p>ANR:Ag Business A8.1</p> <p>CDE/Food Science A10.0, A10.1, A10.2, A10.3, A10.4, A10.5</p> <p>CDE/Health 9.1b.1-9.1b.7</p>

<p>6. Discuss how packaging addresses environmental concerns.</p> <p>7. Identify and describe a packaging innovation.</p>	<p>influence on popping rate)</p>	<p>15</p>	<p>English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3</p>	<p>ANR Agriscience: C4.0, C4.3</p>	<p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p> <p>CDE/Animal Science: D12.0-D12.6</p> <p>ESLRs: Effectively use technology</p> <p>Analyze information and makes appropriate decisions</p> <p>Evaluate new situations and selects appropriate action</p>
<p>XI. Dairy Processing</p> <p>A. Dairy Processes</p> <ol style="list-style-type: none"> 1. Define the term "milk". 2. Describe quality control during the production of milk and milk products. 3. Explain pasteurization and homogenization. 4. Identify three methods of pasteurization. 5. Describe the "solids" composition of milk. 6. List four beverages of milk products. <p>B. Butter</p> <ol style="list-style-type: none"> 1. Describe the process of separating butterfat. 2. Describe butterfat uses. <p>C. Dairy Products</p> <ol style="list-style-type: none"> 1. Identify three bacteria used to produce dairy products 2. Name five fermented dairy products 3. Physical changes 4. Sensory testing and analysis <p>D. Ice Cream</p> <ol style="list-style-type: none"> 1. Describe the five steps in processing ice cream including heat transfer in processing ice cream 	<p>Butter Lab (Steps and process to create butter)</p> <p>Ice Cream Lab (Create and process a new type of ice cream)</p> <p>Cheese Lab (Steps to processing cheese)</p> <p>Bacteria in Milk-A Chemical Analysis Lab (Perform analysis to detect the presence of bacteria in milk)</p> <p>Fat in Milk Lab (Measure fat content in a variety of milk brands)</p>	<p>21</p>	<p>English/ELA Grade 9-10: Reading Comprehension</p>	<p>ANR Agriscience: C4.0, C4.3</p>	<p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p>
<p>XII. Meat, Poultry, and Eggs</p> <p>A. Meat and Poultry</p> <ol style="list-style-type: none"> 1. Describe the production of meat 	<p>Nitrites and Nitrates in Meat Lab (How a substance which can be</p>				

<p>from cattle, pigs, and poultry.</p> <ol style="list-style-type: none"> Identify meat products from cattle, pigs, and poultry. List five factors affecting meat tenderness. Describe the cooking process of meat. Discuss the production of meat substitutes. Discuss the general composition of meat and meat products Fat content of ground beef Identify quality and yield grading of meat Sensory testing and analysis <p>B. Eggs</p> <ol style="list-style-type: none"> Describe egg production. Identify factors affecting egg quality. Discuss factors related to the grading of eggs. 	<p>toxic is used in minute proportions)</p> <p>Fat content of Skinned and Skinless Chicken Lab (Measure amount of fat after cooking)</p> <p>Process of Grading Eggs Lab</p>	<p>English/ELA Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> 2.3</p>	<p>ESLRs: Produce results that demonstrate high standards, and workplace skills</p>
<p>XIII. Cereal Grains, Legumes, and Oilseeds</p> <p>A. Grains</p> <ol style="list-style-type: none"> Diagram the general structure of a grain. Name three cereal grains. Describe the general composition of grains. <p>B. Starches</p> <ol style="list-style-type: none"> Identify three properties of starch. List four factors that must be controlled when cooking with starch. <p>C. Flour</p> <ol style="list-style-type: none"> Discuss the milling of grain to flour. Identify five types of wheat flour. 	<p>Subsurface Mold Growth in Food Control of Molds in Breads Lab (Morphological characteristics of mold and spores)</p>	<p>English/ELA Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> 2.3</p>	<p>ANR: Ag Plant & Soil Science: G3.0-G3.6, G9.0-G9.2, G10.0-G10.3, G11.0-G11.5</p> <p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p>

<p>3. Explain the classes of wheat and grades of flour.</p> <p>4. Identify the type of flours other than wheat flour.</p> <p>D. Corn</p> <ol style="list-style-type: none"> 1. List the steps in corn refining. 2. Name four products derived from corn. <p>E. Oilseeds</p> <ol style="list-style-type: none"> 1. Describe the general composition of oilseed. 2. List four oilseeds and indicate the use of their products. <p>F. Legumes</p> <ol style="list-style-type: none"> 1. Describe the general composition of legumes. 2. Discuss the general uses of legumes. <p>G. Soybeans</p> <ol style="list-style-type: none"> 1. Name four general categories of products from soybean extraction. 2. Identify five food products of soybean extraction. <p>H. Baking Processes</p> <ol style="list-style-type: none"> 1. Explain the various processes that occur during baking relevant to grains, legumes, and oils. 		15	<p>English/LA: Grade 9-10: <u>Reading</u> <u>Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading</u> <u>Comprehension</u> 2.3</p>	<p>ANR: Ag Plant & Soil Science: C5.2-C5.4, G3.0-G3.6, G9.0, G9.2, G10.0-G10.3, G11.0-G11.5</p>	<p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p> <p>ESLRs: Produce results that demonstrate high standards and workplace skills</p> <p>Analyze information and makes appropriate</p>
<p>XIV. Fruits and Vegetables</p> <p>A. Structure and Physiology</p> <ol style="list-style-type: none"> 1. Identify the parts of a plant considered a vegetable or a fruit. 2. Describe the nutrient composition of a fresh fruit or vegetable. 3. Discuss the structure of a plant cell. 4. Describe the plant tissues and their functions. 	<p>Testing Pesticide Residues Lab (Test for amount of pesticide residue found on fruits and vegetables)</p> <p>Organic Foods Lab (Taste test difference)</p>				

<p>5. Explain climactic and non-climactic with examples.</p> <p>6. Name one pigment in fruits or vegetables and describe how it responds to heat or Ph.</p> <p>7. List four factors affecting the texture of fruits or vegetables.</p> <p>B. Grading</p> <p>1. Describe how quality grade determines the use of a fruit or vegetable.</p> <p>2. Sensory testing and analysis</p> <p>C. Processing</p> <p>1. Describe the processing of fruits.</p> <p>2. Describe the processing of vegetables.</p>	<p>Comparing Canned and Frozen Food Lab</p> <p>Pigment Extraction Lab (Remove pigment from fruit and vegetables)</p>	<p>10</p>	<p>English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> 2.3</p>	<p>CDE/Food Science: A3.0, A3.2, A3.3, A9.0, A9.2, A9.5</p> <p>ESLRs: Produce results that demonstrate high standards and workplace skills</p> <p>Analyze information and makes appropriate decisions</p>
<p>XV. Food Safety</p> <p>A. Sanitation</p> <p>1. List three categories of food safety.</p> <p>2. Discuss the role of sanitation and cleaning during food safety processing.</p> <p>3. Identify the correct order of sanitizing or cleaning a food contact surface.</p> <p>4. Identify the microorganisms that provide an index of food sanitation.</p> <p>5. Explain the two types of sanitation.</p> <p>B. Food-Borne Illness</p> <p>1. Name four factors contributing to the development of a food-borne disease.</p> <p>2. Identify four types of microorganisms that can cause food-borne illness.</p> <p>3. Explain the five factors affecting</p>	<p>Microbial Growth in Foods-Spoilage Lab (Conditions that promote bacterial growth)</p> <p>Bacteria are Found Everywhere Lab (Bacteria Test)</p> <p>Food and Sanitation Activity by the Food and Drug Administration (Test for cleaning)</p>	<p>10</p>	<p>English/LA: Grade 9-10: <u>Reading Comprehension</u> 2.3, 2.6</p> <p>Grade 11-12: <u>Reading Comprehension</u> 2.3</p>	<p>CDE/Food Science: A3.0, A3.2, A3.3, A9.0, A9.2, A9.5</p> <p>ESLRs: Produce results that demonstrate high standards and workplace skills</p> <p>Analyze information and makes appropriate decisions</p>

<p>microbial growth.</p> <p>4. Name three types of food soils.</p> <p>C. Regulations</p> <ol style="list-style-type: none"> 1. Identify the various agencies and their specific purpose involved in food safety regulations. 2. Describe the role of HACCP in food safety. 3. Describe measures being formulated in the area of Food Security and Food Defense. 				
<p>XVI. Fats and Oils</p> <p>A. Composition and Processes</p> <ol style="list-style-type: none"> 1. Explain saturated and unsaturated, cis, and trans, in terms and fatty acids. 2. Describe fatty acids. 3. Discuss melting point and the structure of fatty acids. 4. Identify six sources of fats and oils. 5. List eight functions fats and oils serve in food. 6. Compare the extraction of fats or oils from animals to that of plants. 7. Describe the processes in the refining and modifying of oils or fats after extraction. 8. Discuss monoglycerides and diglycerides and their uses. 9. Identify substances that may substitute for fat. 10. Describe two tests conducted on fats and oils. 	<p>Examining a Variety of Oils Lab (Measure fat content)</p>	<p>3</p>	<p>English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6</p> <p>Grade 11-12: Reading Comprehension 2.3x</p>	<p>ANR:AG Agriscience: C4.0, C4.3</p> <p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p> <p>CDE/Health: 9.1d, 1.2a-d</p>
<p>XVII. Candy and Confectionery</p> <p>A. Types of Candies</p> <ol style="list-style-type: none"> 1. Identify three crystalline and three non-crystalline candies. 	<p>Affects of Temperature on Butter Lab</p> <p>Invert Sugar and</p>	<p>4</p>	<p>English/LA: Grade 9-10: Reading Comprehension 2.3, 2.6</p>	<p>CDE/Food Science: A1.0, A1.3, A8.0, A8.1, A8.2, A8.3, A8.4, A8.5</p>

<p>B. Components</p> <ol style="list-style-type: none"> 1. Explain the common components of candies and confectionaries. <p>C. Candy Making Processes</p> <ol style="list-style-type: none"> 1. Describe the relationship between sugar concentration and boiling point. 2. Identify two ways to invert sugar. 3. Explain caramelization in candy-making. 4. Name four sugar-based sweeteners developed by cornstarch. 5. Describe uses of high fructose corn starch. 6. List four sugar alcohols and four high intensity sweeteners. 7. Define Cocoa. 8. Explain the process of conching. 	<p>Sucrose Lab (How sugar and sucrose are inverted)</p>	<p>Grade 11-12: Reading Comprehension 2.3x</p>	<p>CDE/Health: 1.2a-d, 9.1d</p>
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Biology Order of Next Generation Science Standards

2014-2015

Quarter 1 (tentative)

Quarter 2 (tentative)

Quarter 3 (tentative)

Quarter 4 (tentative)

Topic	Performance Expectations	Life Science Core Ideas
Scientific and Engineering Practices	<ol style="list-style-type: none">1. Asking questions and defining problems.2. Developing and using models.3. Planning and carrying out investigations.4. Analyzing and interpreting data.5. Using mathematics and computational thinking.6. Constructing explanations and designing solutions.7. Engaging in argument from evidence.8. Obtaining, evaluating, and communicating information. <p>Activities / Labs:</p> <ol style="list-style-type: none">1. Ice Cream Lab (loimo)2. Peanut Butter and Jelly Lab (loimo) This lab needs a handout to go with it--- please feel free to create your own. I only included the "basic idea" of how this activity works.3. Taffy Lab / Jelly Belly Lab (Kuhr)4. What Causes the Water to Rise? Video. Click here for lab (loimo)	

Proteins/Heredity/ Mitosis

1-1
1-4
3-1
3-2
3-3

1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Activities / Labs:

1. [Macromolecule : Interactive Digestion Lab](#) (1 - 6)
2. DNA Candy Lab (1-1) (Ioimo)
3. DNA Replication Lab (1-1) (Ioimo)
4. DNA Strawberry Lab (1-1) (Ioimo)
5. Protein Synthesis Simulation (1-1) (Ioimo)
6. DNA Dance (A - T - C - G)
7. Protein Bead Lab (1-1) (Ioimo)

1. Stem Cutting Lab (1-4) (Ioimo)

1-1: Systems of specialized cells within organisms help them perform the essential functions of life.

1-1 (3-1): All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.

1-4: In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

3-1 (1-1): All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the information of proteins

3-1: Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved

2-3
2-4
2-5
2-1
2-2
2-6
2-8
2-7
4-6

and flow of energy in aerobic and anaerobic conditions.

2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Lab: Lam a carbon [nitrogen, oxygen, phosphorus] molecule

2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. {see lab above}

2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions may result in a new ecosystem.

2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

2-3: Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.

2-4: Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved.

2-5: Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans,

		<p>supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (4-6)</p> <p>secondary to 2-7: When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts.</p> <p>2-8: Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.</p> <p>2-7, 4-6: Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.</p> <p>secondary to 2-7: Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).</p>
	<p>4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>4-2: Construct an explanation based on evidence that the process of evolution</p>	<p>4-3 and 4-4: Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival</p>
<div><div>Evolution</div><div>4-4 4-2 4-1 4-3</div></div>		

are more likely to be reproduced, and thus are more common in the population.

4-3: Adaptation also means that the distribution of traits in a population can change when conditions change.

4-5: Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.

4-5 and 4-6: Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species.

4-6: Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (2-7)

4-6: When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social,

S
Teaching Credentials

All instructors in the Agriculture Department are appropriately credentialed for the courses that they teach. All four instructors have a Single Subject Credential in Agriculture as well as an Agricultural Specialist Credential. Currently, only one member of the Livingston High School Department has obtained their Master's Degree while the other three members of the department in the process of earning their Master's degree within the next three years.

Attached:

- Copy of my Single Subject Credential in Agriculture
- Copy of my Agriculture Specialist Credential

Document Number:130098911 >

[Back](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:**Last Name:** KUHR**First Name:** STEFANIE**Middle Name:** M**Document Information:****Document Number:** 130098911**Document Title:** Specialist Instruction Credential (Agriculture)**Term:** Clear**Status:** Valid**Issue Date:** 6/3/2013**Expiration Date:** 7/1/2018**Original Issue Date:****Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal require

Renewal Code	Renewal Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Employment Restrictions

Document Number:130099516 >

[Back](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:**Last Name:** KUHR**First Name:** STEFANIE**Middle Name:** M**Document Information:****Document Number:** 130099516**Document Title:** Single Subject Teaching Credential**Term:** Preliminary**Status:** Valid**Issue Date:** 6/3/2013**Expiration Date:** 7/1/2018**Original Issue Date:** 6/3/2013**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor
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 the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal require

Renewal Code	Renewal Description
R14I	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

Employment Restrictions

I

Department and Chapter Activities

Livingston FFA is a very active chapter as it participates in many different activities throughout the school year. Livingston FFA members participate in events that are held not only at the chapter level but the sectional, regional, and state levels. A few of the different activities that the Livingston FFA participates in include but is not limited to:

- Public Speaking Contest
- Career Development Events
- Various Leadership Conferences
- Monthly Chapter Meetings

I also maintain a wall calendar to help keep my students and myself informed of upcoming events. The calendar is moved up each week so that the students know of events three weeks prior.

Attached:

- 2014 Chapter Activity Checklist
- 2014-2015 Chapter Calendar of Activities
- Picture of Wall Calendar

Calendar of Activities

June

13-19	Merced County Fair	Merced	Ag Staff
20-24	CATA Conference	San Luis Obispo	Ag Staff

July

10-12	Chapter Officer Retreat	Lake McClure	Ag Staff
18-19	Ag. Department Beautification	Ag. Dept.	Ag Staff

August

18	First Day of School	LHS	Ag Staff
25	Placemat Ads Fundraiser	Ag Class	Ag Staff
26	Back to School Night	LHS	Ag Staff
27	FFA "Pool Party" Mtg	LHS Pool	Ag Staff

September

1	Labor Day Holiday	(no school)	
6	Merced River Ag Booster Dinner	Snelling	Ag Staff
9	Merced-Mariposa CATA & FFA SOLC	Merced College	Ag Staff
17	Ice Cream Social	Ag. Dept	Ag Staff
19-21	Sweet Potato Festival	Livingston	Ag Staff
24	Greenhand Leadership Conference	Modesto	Schiber, McGuire

October

3	Fall Homecoming Float	Ag. Dept.	Ag Staff
4-5	FFA COLC	Denair	Ag Staff
11	Frightmare Farms Trip	Merced	Ag Staff
15	Opening and Closing Ceremonies	Gustine	Ag Staff
16	Drive thru BBQ	LHS	Ag Staff
29	Farm Clean-Up	School Farm	Ag Staff

November

3	On-Site Review	LHS	Kuhr
5	Greenhand/Chapter Degree Banquet	LHS	Ag Staff
11	Veterans Day	(no school)	
12	CATA Section Mtg	Woolgrowers	Ag Staff
19-20	State Officer Visit	LHS	Ag Staff
21	CATA Road Show	Murphys, CA	Ag Staff
22	CATA Regional Meeting	Murphys, CA	Ag Staff
24-28	Thanksgiving Break	(no school)	

Calendar of Activities

December

3	Ag Advisory Mtg	LHS	Ag Staff
4	Sectional Project Competition	LHS	Ag Staff
6	Mariposa Creed Contest	Mariposa HS	Schiber
18	FFA "Christmas" Mtg	Ag Dept.	Ag Staff
19	LHS End of Semester		
22-31	LHS Winter Break	(no school)	

January

1-4	LHS Winter Break	(no school)	
5	2 nd Semester Starts		
13	FFA M/M Section Manuscripts Due	LHS Ag Dep.	Kuhr
14	FFA "Movie Night" Mtg	LHS	Ag Staff
15	Mandatory Parent & Exhibitor Mtg	LHS	Ag Staff
19	Martin Luther King Jr. Holiday	(No school)	
24	FFA "Super Saturday"	Merced College	Ag Staff

February

4	Project Comp. Banquet	Merced Fairgrounds	Ag Staff
7	Arbuckle Field Day	Arbuckle, CA	Ag Staff
11	Drive Thru BBQ #2	Ag. Dept.	Ag Staff
16	Presidents Weekend Holiday	(no school)	
20-21	FFA MFE/ALA Conference	Modesto	Kuhr, Schiber
23-27	FFA Week Activities	TBD	Ag Staff
28	FFA CATA Regional Meeting	Consumnes River College	Ag Staff
26	FFA "Sports Extravaganza" Mtg	LHS	Ag Staff

March

3	Farm Credit Dinner	Turlock, Ca	Ag Staff
7	West Hills Field Day	Coalinga, Ca	Ag Staff
13-14	Chico Field Day	CSU, Chico	Kuhr, Schiber
21	Merced College Field Day	Merced College	Ag Staff
21	Lathrop Floral Contest	Lathrop HS	Randall
25	FFA "Light of Doom" Chapter Meeting	LHS	Ag Staff
28	Modesto JC Field Day	MJC	Ag Staff
30	State Degree Ceremony		

April

3-10	LHS Spring Recess	(no school)	
11	Reedley Field Day	Reedley College	Schiber
15	Sectional Officer Interviews	LHS	Kuhr
18	Fresno State Field Day	Fresno State	Ag Staff
19-21	FFA State Leadership Conference	Fresno State	Ag Staff
23	Sectional CO/OP & CATA Mtg	Livingston	Ag Staff
29	FFA "Greenhand Officer " Mtg	LHS	Ag Staff

May

1-2	Cal-Poly SLO State Finals Field Day	San Luis Obispo	Ag Staff
6	Judging Team Potluck	Ag. Dept.	Ag Staff
13	Officer Interviews	Ag. Dept.	
20	Chapter Awards Banquet	LHS Gym	Ag Staff
25	School Holiday	(no school)	
29-30	Incentive Trip	TBA	Ag Staff

June

4	Last Day of School / Graduation
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ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e Year 14-15 School Livingston High School

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)		
1. FFA Officer Leadership Training for the Merced/Mariposa Section	X	
2. FFA Chapter Officer Retreat	X	
3. Sweet Potato Festival	X	
TOTAL AREAS MET	19

Wall Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Biology FFA LHS Mrs. Kutt	13	14	15 FFA meeting at 7:00 pm Sectional Officer Interviews	16 ROP award of excellence dinner	17 Spring sports Rally	18 Fresno State Field day
19 State FFA Leadership Conference!! <~ Reach Out 2015 ~>	20 Leadership Conference!!	21	22	23 Menard, Moraga Mtg.	24	25
26	27 Chapter Officer Apps Available	28	29	30	1 State Finals Round!!	2 @ Cal Poly for State Finals!!
3	4	5	6 Judging Team Awards Night	7	8 Officer Applications due!	9

U
Professional Growth

As a young teacher it is imperative that I attend as many professional development and in-service activities that I can. As part of the Incentive Grant Review process, each agriculture instructor is required to keep track of all in-service activities and report back to the state as well as the department. The entire Livingston Agriculture Department attends professional development opportunities such as Regional meetings, Roadshow, and CATA Summer Conference combined with Agri-Skills Institute.

Attached:

- List of Professional Development Activities for the 2014-2015 School Year

U
Professional Development
Activities

The following is a list of professional development activities that I have attended during the 2014-2015 school year:

September 17th, 2014 - District Biology Common Core Training
September 30th, 2014 - BTSA
October 2nd, 2014 – ROP Portfolio Training
October 30th, 2014 – District Biology Common Core Training
November 12th, 2014 – Trainer for Google Classroom Training
November 12th, 2014 – Sectional CATA Meeting
November 21st, 2014 – CATA In-Service Roadshow
November 22nd, 2014 – Regional CATA Meeting
January 13th, 2015 – BTSA
February 2nd, 2015 – District Biology Common Core Training
February 28th, 2015 – Central Region CATA Meeting
March 26th, 2015- Module 3 Training at LHS
April 23rd, 2015 – Regional CATA Meeting
June 15th- July 3rd, 2015- 3 Week Extended Education Courses
June 22nd – 25th, 2015 – CATA Summer Conference
June 26th- 27th, 2015 – Agri-Skills
July 6-8, 2015 – Rockstar CUE Conference

The following is a list of professional organizations that I affiliate myself with:

- Sigma Alpha Alumni
- Merced County Young Farmers and Ranchers

V
R-2 Report

Livingston FFA currently has 574 students enrolled for the 2014-2015. In the past two years, we went from enrollment numbers at approximately 200 to now over 500. This increase is partial to all freshmen now enrolling in Agriculture Biology. A positive outcome of this growth is that it has allowed the department to expand to 4 agriculture advisors.

However, retention of the freshmen cohort proves to be difficult. Hopefully, moving forward we are able to retain more students now that we have three distinctly different agriculture pathways for the students to align themselves with.

Attached:

- R2 Data Chart

Portal Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

R2 Teacher Information
Livingston HS, Livingston
Year: 2014

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
Randall	Louis	E	Male	White	27	Agriculture Specialist	81796	16359	0	0	N
McGuire	Kevin		Male	White	1	Agriculture Specialist	44644	8928	0	0	N
Kuhr	Stefanie		Female	White	2	Agriculture Specialist	48420	9684	0	1900	N
Schiber	Kaylyn		Female	White	1	Agriculture Specialist	44367	8873	0	0	N

Kuhr, Stefanie					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Biology	31	Ag Biology
1	2	9:07	Ag Biology	31	Ag Biology
1	3	10:07	Ag Biology	36	Ag Biology
1	4	11:56	Ag Biology	36	Ag Biology
1	5	12:56	Foods	35	Other Ag
1	6	1:56	Prep	0	Prep

McGuire, Kevin					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Mech I	31	Ag Mechanics
1	2	9:07	Ag Wood	22	Other Ag
1	3	10:07	Ag Mech II	18	Ag Mechanics
1	4	11:56	Ag Earth Science	36	Plant/Soil Science
1	5	12:56	Ag Earth Science	39	Plant/Soil Science
1	6	1:56	Prep	0	Prep

Randall, Louis					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Ag Earth Science	36	Plant/Soil Science
1	2	9:07	Ag Earth Science	32	Plant/Soil Science
1	3	10:07	Ag Earth Science	34	Plant/Soil Science
1	4	11:56	Ag Biology	35	Ag Biology
1	5	12:56	Floral Design	34	O.H./Floral
1	6	1:56	Prep	0	Prep

Schiber, Kaylyn					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	7:00	Ag Leadership	24	Other Ag
1	1	8:00	Ag Biology	33	Ag Biology
1	2	9:07	Ag Biology	31	Ag Biology
1	3	10:07	Ag Biology	35	Ag Biology
1	4	11:56	Prep	0	Prep
1	5	12:56	Ag Biology	38	Ag Biology
1	6	1:56	Prep	0	Prep

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[Help](#)
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Livingston HS
R2 Student Report
Year:2014

Gender

Schnum	ProgName	Male	Female
118	Ag Bus Mgt	0	1
118	Ag Mech.	54	8
118	Agriscience	153	174
118	An. Science	1	5
118	O.H.	6	24
118	Plant/Soil Sci.	79	69

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	0
Ag Mech.	48	14
Agriscience	255	72
An. Science	5	1
O.H.	23	7
Plant/Soil Sci.	128	20

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	0	1
Ag Mech.	13	0	0	26	26	0	19
Agriscience	63	2	0	182	182	4	37
An. Science	0	0	0	3	3	0	2
O.H.	4	0	0	20	20	0	1
Plant/Soil Sci.	17	0	0	10	10	0	109

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	254	43	36	47	0	0	0	0	380
2	0	146	5	12	0	0	0	0	163
3	0	0	11	3	0	0	0	0	14
4	0	0	0	14	0	0	0	0	14
5	0	0	0	0	3	0	0	0	3
Total	254	189	52	76	3	0	0	0	574
Total 9-12									571

Freshman Persistence:

Cohort Year: 2011-2012

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	131	81%
2	14	9%
3	3	2%
4	13	8%
Freshman Cohort Students	161	
Average Years Completed	1.4	

*Prior to 2010 Hispanic is listed as a race.

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[Portal Home](#)
[CalAgEd.org](#)
[Directory](#)
[R-2 Subject Query](#)
[School at a Glance](#)
[School Listing](#)

Select a school: << Select a School >>

Data for Year: 2014-2015

School:

CA0135 Livingston

Livingston HS

1617 Main St.

Livingston, CA 95334

[Get Map](#)

Teachers: 4

Courses Offered:

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u> <u>UC Credit</u>
Ag Biology	Ag Biology	35	Life Science
Ag Biology	Ag Biology	33	Life Science
Ag Biology	Ag Biology	35	Life Science
Ag Biology	Ag Biology	38	Life Science
Ag Biology	Ag Biology	31	Life Science
Ag Biology	Ag Biology	31	Life Science
Ag Biology	Ag Biology	36	Life Science
Ag Biology	Ag Biology	36	Life Science
Ag Biology	Ag Biology	31	Life Science
Ag Mechanics	Ag Mech I	31	Other
Ag Mechanics	Ag Mech II	18	Other
O.H./Floral	Floral Design	34	Fine Arts
Other Ag	Ag Leadership	24	Other
Other Ag	Ag Wood	22	Other
Other Ag	Foods	35	Other
Plant/Soil Science	Ag Earth Science	36	Physical/Earth Sci.
Plant/Soil Science	Ag Earth Science	32	Physical/Earth Sci.
Plant/Soil Science	Ag Earth Science	39	Physical/Earth Sci.
Plant/Soil Science	Ag Earth Science	36	Physical/Earth Sci.
Plant/Soil Science	Ag Earth Science	34	Physical/Earth Sci.
	TOTAL	647	
	Average Class Size	32.4	

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	1
Ag Mech.	62
Agriscience	327
An. Science	6
O.H.	30
Plant/Soil Sci.	148
	574

FFA Students by Grade Level:Grade Level Count

9	254
10	189
11	52
12	76
13	3
Total	574

FFA Students by Years in Ag:Years in Ag Count

1	380
2	163
3	14
4	14
5	3
Total	574
Average Years	1.4

Freshman Persistence:

Cohort Year: 2011-2012

Years in Ag Completed Count Percent

1	131	81%
2	14	9%
3	3	2%
4	13	8%
Freshman Cohort Students	161	
Average Years Completed	1.4	

Ed Data provides demographic data for schools in California. To view this data click on the link.

[View Ed Data](#)

Congressional District 16
 Assembly District 21
 State Senate District 12
 County Merced
 County-District-School Code 24657892433605

Site developed and maintained by the California FFA Association.

W
Travel Request

As part of the Merced Union High School District requirements all travel request must be submitted at least six weeks in advance. The department chair submits the paperwork to the Student Body Office which then gets approved by site administration. All out of state travel must be approved by the Superintendent and Merced Union High School District School Board.

The use of all school vehicles must be entered in the requisition system called 'QSS'. If any part of the travel needs to be paid for using AIG or Perkins funding must also be entered into the QSS system.

Attached:

- Copy of submitted travel request for the MFE/ALA Conferences.

Date Received:	Date Approved: <u>2/5/15</u>	Total Funds Requested:
----------------	------------------------------	------------------------

Field Trip Request Form

Livingston High School Student Activities

For Best Results

Submit request at least 6 weeks in advance
(Two months for out of state travel)

Advisor's Name(s): Schiber, Kuhr

Phone Number(s) Where Advisor May Be Reached On Date(s) Of Trip: 209-485-5205

Fill Out the information for the numbers 1-11 below. Attach any appropriate supporting information such as cost of admission, or bus quotes.

1. Additional Chaperone(s) _____

2. Number Of Students 12

3. Travel Date(s) 2/20-21 Program/Depart Ag/FFA

4. Itinerary Departure Date: 11:00 am ^{2/20} Return Time: 1:00 pm ^{2/21}

5. Location Modesto, California

6. **Enrichment**

Explain briefly how this field trip will benefit students. Link your response to your curricular area.

Students will attend a leadership
conference where they will "discover
their strengths, interests and goals, while
identifying opportunities for continued
growth and involvement in PFA.

X

CATA Membership

At Livingston High School are instructors of the Agriculture Department are paid members of the California Agriculture Teachers' Association.

Attached:

- Copy of my current CATA membership card

California Agricultural Teachers' Association

Membership Card

CALIFORNIA AGRICULTURAL^{4/}
TEACHERS' ASSOCIATION

Stefanie Kuhr

SERVING AGRICULTURE BY TEACHING
2014/2015 ACTIVE MEMBER

**CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION
MEMBERSHIP APPLICATION**

NAME: Kuhr, Stefanie Marie
Last, First, MI

HOME ADDRESS: 1354 Edgewood drive

CITY/STATE/ZIP CODE: Atwater, California 95301

TELEPHONE NUMBER: _____ CELL: 209-769-0812

WORK NUMBER: (209) 394-7960 FAX: (209) 358-1093

E-MAIL ADDRESS: skuhr@muhsd.org

CATA REGION: Central CATA SECTION: M/M SCHOOL: Livingston

CATA has my permission to distribute my home address and telephone number to other ag teachers. Yes _____ No X Signature: Stefanie Kuhr

Regular Dues - \$140	<u>140</u>
Ag Teachers less than 1/2 time (FTE) - \$70	_____
Installment Billing - at least \$26*	_____
Associate - \$15	_____
New Teacher - \$70	_____
Life Membership - \$1,400.00	_____
Optional - ACTE Dues - \$80	_____
Optional - NAAE Dues - \$60	_____

SUB TOTAL DUES

Optional - Contribution to CATA Scholarship Fund
\$10 _____ \$25 _____ \$50 _____ \$100 _____ Other _____

TOTAL (Please make check payable to CATA.) 140

Important Tax Notice to CATA Members

Contributions or gifts to CATA are not deductible as charitable contributions for income tax purposes. However, CATA dues may be tax deductible as an ordinary and necessary business expense. Please consult your tax advisor.

Charge my dues to: VISA _____ Master Card _____

Card # _____ Expiration Date _____ CVS _____

Signature: _____

Installment dues are \$140 + service charge of \$16 = Total \$ 156

Installment dues for New Teachers are \$70 + service charge of \$8 = Total \$ 78

Service charge is for Installment Dues ONLY

Please note that members electing to pay monthly are agreeing to pay the full amount whether or not they decide to pay off their dues early.

Signature: _____

Mail to: California Agricultural Teachers' Assn.
P.O. Box 834
Elk Grove, CA 95759-0834

Receipt No. _____
Member Card No. _____

01.02.01

Rev: 2014

LIVINGSTON HIGH SCHOOL

1617 Main Street
Livingston, CA 95334
209-394-7961 (Fax 209-358-1093)
www.muhsd.k12.ca.us

Ralph Calderon
Principal

Albert Gonzalez
Associate Principal
Anita Masaniai-Robert
Associate Principal
Scott Weimer
Associate Principal

March 1, 2015

Mr Calderon
Mrs. Robert
Mr. Gonzalez
Mr. Jolly

On February 28th, 2014 the Livingston Agriculture Department attended the Spring Regional CATA meeting hosted by Cosumnes River College. We also took 12 students to Regional FFA meeting to help support our student Liliana Reyes as she was slated for a Central Region FFA Officer position.

In the joint general session of the meeting, Mrs. Kuhr was recognized as Star Advisor for the Merced/Mariposa Section. As she stood in front of all the FFA members and FFA advisors alongside the 5 other Sectional Star Advisors, she was selected to represent the region as Regional Star Advisor. During the California State FFA Conference, Mrs. Kuhr will be recognized on stage along with 5 other advisors from the state of California in hope of being names the State Star Advisor.

Once the advisors were in their general meeting, the FFA members got to watch students competed in creed, prepared public speaking, extemporaneous public speaking and impromptu public speaking. The students that won in their different speaking contest would then move on to represent Central Region at the state level in April. Following the public speaking contest, the FFA members got the opportunity to lobby for Liliana Reyes by mingling with other FFA members in the region and try to persuade them to vote Liliana for office. After lunch, Liliana delivered her prepared candidacy speech to the delegates. Unfortunately, Liliana did not make office but said that it was a great experience overall.

The advisor meeting was beneficial as we talked about restructure certain ways the Central Region is currently ran. There is an opportunity for the four advisors to serve on different committees to help be the voice to discuss the proposed changes. All advisors applied for a committee and we wait to see who is selected to participate. The next meeting is the Merced Mariposa Sectional meeting held at Livingston High School on April 23rd, 2015.

Respectfully submitted,

A handwritten signature in blue ink that reads "Stefanie Kuhr". The signature is fluid and cursive, with the first name "Stefanie" being larger and more prominent than the last name "Kuhr".

Stefanie Kuhr

Z

Wish List

My wish list includes supplies for my classroom, equipment to enhance my biology curriculum, and materials for our new course offering; Veterinary Technology of which I will be teaching next year. Each advisory has their own wish list which we then compile the wish lists together to make one large department 5 year equipment acquisition list. We meet as a department to discuss what are goals for the department is and what areas need the most attention to determine where the funds will get spent.

Attached:

- My 2015-2016 Wish List

Z
Wish List

The following is my individual wish list of items that I would like to inquire to enhance my teaching abilities:

- Document Camera
- Large Animal Scale for the Sheep Unit
- Class set of Mitosis and Meiosis Pop Beads
- Class set of Dissection Materials
- Updated set of Veterinary Science Textbooks
- Photoshop Software for Agriculture Office Computer
- Smartboard Technology

AA
Operating Budget

Our sources of revenue are Ag Incentive Funds, Perkins Funds, Site Funds, ROP Funds and our FFA account through the Student Body Office.

The Livingston Agriculture Departments meets to discuss how agriculture funds are to be allocated and spent throughout the year. The department chair is responsible for submitting and maintaining all purchase orders, budget transfers, running balances, and other financial activities as the need arises.

For examples, please review:

- Account Summary for Perkins
- Account Summary for Agriculture Incentive Grant
- Account summary for FFA – Student Body Office

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2014-15 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by August 31, 2014)

DATES OF PROJECT DURATION - JULY 1, 2014, TO JUNE 30, 2015

Livingston High School

(School Site)

Merced Union High 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

Stefanie Kuhn

Signature of Agriculture Teacher
Responsible for the Program

Title

Ralph Calala

Signature of Principal

Contact Phone Number: 209-394-7960

Date of Approval of Local Agency Board:

10/8/2014

Funds Requested - Part I

\$5,000.00

Part II

\$3,400.00

Part III

\$8,000.00

Part IV

\$0.00

Total

\$16,400.00

Number of Different Agriculture Teachers at Site:

4

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	<u>X</u>	
2. Leadership and Citizenship Development	<u>X</u>	
3. Practical Application of Occupational Skills	<u>X</u>	
4. Qualified and Competent Personnel	<u>X</u>	
5. Facilities, Equipment, and Materials	<u>X</u>	
6. Community, Business, and Industry Involvement	<u>X</u>	
7. Career Guidance	<u>X</u>	
8. Program Promotion	<u>X</u>	
9. Program Accountability and Planning	<u>X</u>	

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	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2013-14 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	425	\$3,400.00

PART III - 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:

4

List the Names of the Agriculture Teachers:

1. Stefanie Kuhr

Louis Randall.

2. Kaylyn Schiber

5.

3. Kevin McGuire

6.

Criterion 10 - Student/Teacher Ratio

Number Meeting
Criteria

Amount
Requested

Criterion 11A - Year-Round Employment

4

Criterion 11B - Project Supervision Period

\$0.00

TOTAL FUNDS REQUESTED PART IV

\$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - 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		8,000.00	8,000.00
2			Subtotal for 4000	\$8,000.00	\$8,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Transportation	3,000.00	3,000.00
4			2. Conferences	5,416.00	5,416.00
5			3.		
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$8,416.00	\$8,416.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000-6000 Lines 2, 8, 13	\$16,416.00	\$16,416.00

TOTAL 2014-15 Incentive Grant Allocation:

\$16,400.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

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:

Merced County Office of Education

Steven E. Gomes, Ed.D., Superintendent

Equal Opportunity Employer

MEMO

TO: Kuhr, Stefanie
FROM: Mary Whited
RE: Supply Budget
DATE: September 2, 2014

Below is your instructional budget amount and your class budget code for your **Food Science Class at MUHSD-Livingston.**

- Budget amount is \$ **\$1,368**
- Your class budget code is **01-0235-0-4300.00-6300-1000-206-209-000**
- You will need to place all supply orders through ROP
- All personal reimbursements need prior approval
- Technology orders and Open PO requests must be submitted by February 20, 2015
- All other orders/encumbrances must be submitted by **April 1, 2015!**

If there are any questions regarding your budget/ordering, please feel free to call me at (209) 381-6677.

Kuhr, Stefanie <skuhr@muhsd.org>

Ag Transportation Allocation 2014-15

Garcia, Sonia <sgarcia@muhsd.org>

To: Dave Gossman <DGOSSMAN@muhsd.org>, MANUEL AVILA <MAVILA@muhsd.org>, Stefanie Kuhr <skuhr@muhsd.org>, VIKKI DAVIS <VDAVIS@muhsd.org>, Celia Casso <ccasso@muhsd.org>, STEVEN MUA <SMUA@muhsd.org>

Cc: Alan Peterson <APETERSON@muhsd.org>, John Olson <JOLSON@muhsd.org>, RALPH CALDERON <RCALDERON@muhsd.org>, Constantino Aguilar <CAGUILAR@muhsd.org>, Anthony Johnson <AJOHNSON@muhsd.org>, Sabrena Ford <sford@muhsd.org>

Thu, Aug 21, 2014 at 12:50 PM

Good Afternoon,

Listed below are the account numbers for Ag Transportation, use object 5200 for travel costs other than district vehicles and 5711 for travel costs using district vehicles. You may transfer between these two accounts as needed. If you have any questions please call or email me.

Account numbers:			
AHS	01-0000-0-5200-00-1110-1000-110-100-025	3,887.62	
	01-0000-0-5711-00-1110-1000-110-100-025	3,887.62	7,775.24
BCHS	01-0000-0-5200-00-1110-1000-150-150-025	2,101.42	
	01-0000-0-5711-00-1110-1000-150-150-025	2,101.41	4,202.83
ECHS	01-0000-0-5200-00-1110-1000-160-160-025	1,576.06	
	01-0000-0-5711-00-1110-1000-160-160-025	1,576.06	3,152.12
LHS	01-0000-0-5200-00-1110-1000-130-300-025	2,101.42	
	01-0000-0-5711-00-1110-1000-130-300-025	2,101.41	4,202.83
MHS	01-0000-0-5200-00-1110-1000-120-200-025	1,786.21	
	01-0000-0-5711-00-1110-1000-120-200-025	1,786.20	3,572.41
GVHS	01-0000-0-5200-00-1110-1000-140-400-025	1,891.27	
	01-0000-0-5711-00-1110-1000-140-400-025	1,891.27	3,782.55
		26,687.97	26,687.97

5/6/2015

Thanks,
Sonia

On Tue, Aug 19, 2014 at 11:53 AM, Garcia, Sonia <sgarcia@muhsd.org> wrote:

[Quoted text hidden]

[Quoted text hidden]

CARL PERKINS PROGRAM PLAN 2014-15

Department Chairs complete one plan for each sequenced program in a CTE Department. All parts of the plan must be submitted to and approved by the principal and Perkins oversight administrator. Perkins administrator will forward the school's Perkins to the Categorical office. Plans will be reviewed and approved by District CTE Committee prior to becoming part of the MUHSD District plan which will require CDE approval.

School:	Livingston High Scho	Chair or Teacher:	Stefanie Kuhr	Allocation:	18,421
CTE Department:	Agrilcture				
Industry Sector:	Agriculture and Natural Resources				
Career Pathway:	Agriscience, Animal Science, and Agriculture Mechanics				

PROGRAM REVIEW QUESTIONS

- Describe your collaboration efforts with ROP and/or Merced College to develop articulated credit courses which allow students to meet both high school and college requirements for graduation and/or certification?
Meetings were held throughout the 2013-2014 between school/department, district, ROP, and Merced College staff in identifying courses that would qualify for Merced College. Agriculture Leadership was made available to our students for articulation 2x2 college credit.
- Name your student organization? FFA How many members does it have? 420 List three activities or competitions the organization participated in:
Super Saturday Public Speaking Contest
California State FFA Convention
State FFA Judging Finals
- CTE courses are to ensure leadership is taught and that it is a graded component. Describe leadership activities/assignments and what percentage were they of overall student grade.
The leadership component is implemented through the intracurricular FFA (leadership component). Students are taught public speaking skills, organizations and record keeping in agriculture classes and student projects. Some of the projects include but are not limited to: ROP portfolios and interviews, FFA record books, and biology video presentations.
- Describe efforts to have business and industry involvement in your area and provide name of contact person.
The FFA program has a 12 members agriculture advisory board that is composed of industry representatives from each of the agriculture pathways. Communication and evaluation is done at least twice a year to ensure we are meeting industry needs.
- Pinpoint where you are in the process of aligning your curriculum to the new CTE standards.
We are the process of completing a spreadsheet that acts as pacing calendar for unit taughts that aligns the units taught with the new CTE standards.
- Do you have a plan for certification in your area which would enhance graduates opportunity for employment.
Currently, our agriculture pathways are being assessed for career related skills and/or articulated routes with post-secondary education opportunities and industrues needs.
- Identify at least three measurable outcomes on which you will focus in 13-14:
Increase the number of students enrolled in agricultural courses.
Increase the number of students who participant in career development events through the FFA.
Increase the number of students who attend leadership conferences and other activities provided by the FFA Organization.

Planned Use of Carl Perkins Funds to Improve Career Technical Education Programs

Describe the planned use of the Carl Perkins funds to improve the CTE sequenced program identified above. The description should state specifically how the expenditure will expand or improve each program. The descriptions should provide sufficient detail to explain the budget line item amounts. Examples of acceptable descriptions include:

- purchase of supplemental books, instructional materials, and equipment
- use of funds for student leadership organization activities
- professional and curriculum development
- industry advisory committee activities
- instructional aides

LIST ITEMS IN ORDER OF PRIORITY

1. Describe in detail item to be purchased:

FFA Field trips to the following locations: Superior Farms in Dixon, California, Greenhand Conference, Harris Ranch, and State Convention Transportation.

Explain how the following program improvement project will enhance or improve student opportunities: (AGRI) Students will receive invaluable experiences and first-hand knowledge of careers available in different agriculture pathways. Students will also receive knowledge about new technologies and practices within those career pathways.

Estimated Cost (include tax and shipping)	3100	Classification Letter (Refer to budget page)	T	Quality Criteria & Indicator number & letter	7A
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2. Describe in detail item to be purchased:

FFA Leadership packets include all students enrolled in agricultural education to receive their own record book and will be given the opportunity to participate in leadership activities and career development events provided through the FFA.

Explain how the following program improvement project will enhance or improve student opportunities: (AGRI) Through the leadership packets, every student will be given the opportunity to participate in numerous leadership conferences and career development events during the spring.

Estimated Cost (include tax and shipping)	6.500	Classification Letter (Refer to budget page)	A	Quality Criteria & Indicator number & letter	4C
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3. Describe in detail item to be purchased:

Professional Development Seminars, workshops and activities through CATA and FFA. These activities include CATA Summer Conference, Fall and Spring Regional Meetings, Road Show and California State FFA Convention.

Explain how the following program improvement project will enhance or improve student opportunities: (AgM) Through attending various activities and conference workshops, the agriculture instructors will gain knowledge and materials needed to continue to provide up-to-date instruction in the career and technical education for all students.

Estimated Cost (include tax and shipping)	8000	Classification Letter (Refer to budget page)	B	Quality Criteria & Indicator number & letter	7A
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4. Describe in detail item to be purchased:

Fetal Pigs Dissection tool/equipment

Explain how the following program improvement project will enhance or improve student opportunities: (AnSci) The purchase of fetal pigs and dissection equipment will be used to enhance the animal science pathway by providing students the hands-on experience of providing an internal look at the body systems of the pig.

Estimated Cost (include tax and shipping)	800	Classification Letter (Refer to budget page)	A	Quality Criteria & Indicator number & letter	2E
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5. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

6. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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7. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

8. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

9. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

10. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

Carl Perkins Grant Application Budget Narrative

Object numbers and Title Reference		Expenditure Category			
4000	Books/Supplies	A	Instruction (including CTSO)	E	Special Population Services
5000	Services/Operating Expenditures	B	Professional Development	F	Research Eval & Data Development
6000	Capital Outlay	C	Curriculum Development	G	Guidance & Counseling
7000	Indirect Costs	D	Transportation	H	Admin or Indirect Cost

[illegible]

Career Technical Education (CTE) - 11 Elements of a High-Quality CTE Program

Place an X in next to elements in which the requirement is currently being met and/or the year (e.g. '12, '13) in which the requirement will be met. NOTE: Each box in the column must be filled. It should contain an X or a year.

1. LEADERSHIP AT ALL LEVELS		
X	1A.	The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements, and/or Tech Prep.
X	1B.	Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.
X	1C.	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.
2. HIGH-QUALITY CURRICULUM AND INSTRUCTION		
X	2A.	The CTE Model Curriculum Standards and Framework for the _____ Industry Sector are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.
X	2B.	Career paths have been identified and can be found on a chart or diagram in the CTE Plan.
X	2C.	The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.
X	2D.	The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).
X	2E.	Students are provided with a strong experience in and understanding of all aspects of industry.
	2F.	Technology is incorporated into program instruction.
X	2G.	There is collaboration between academic and CTE teachers.
X	2H.	CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.
3. CAREER EXPLORATION AND GUIDANCE		
X	3A.	Students are counseled regarding: <ul style="list-style-type: none"> • CTE career opportunities. • CTE and academic courses necessary to complete career pathway offerings. • Post-secondary education and training options.
X	3B.	All students have a completed a four year career plan that is updated annually.
4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT		
X	4A.	An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.
X	4B.	A local CTSO work plan is developed annually and a copy is furnished to local administration.
X	4C.	Leadership activities are embedded in the CTE curriculum.
X	4D.	All students enrolled in CTSO's are affiliated with the State Association.
X	4E.	Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).
X	4F.	Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.

5. INDUSTRY PARTNERSHIPS		
X	5A.	The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.
X	5B.	Business/industry is involved in student learning activities.
X	5C.	Business/industry is involved in the development and validation of the curriculum.
X	5D.	Labor market demand has been documented for the Program.
X	5E.	There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.
6. SYSTEM ALIGNMENT AND COHERENCE		
X	6A.	A Program of Study, with a post-secondary institution, has been developed.
X	6B.	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.
X	6C.	Each CTE program sequence will include at least one district-funded CTE course in the industry sector.
7. EFFECTIVE ORGANIZATIONAL DESIGN		
X	7A.	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.
X	7B.	There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or “chunks” tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.
X	7C.	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.
8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS		
X	8A.	Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.
X	8B.	There is sufficient funding to cover costs of necessary equipment and facilities.
X	8C.	There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.
9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT		
X	9A.	Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.
X	9B.	Based on the previous year’s records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.
X	9C.	The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)
X	9D.	A written record of minutes of action taken during CTE staff meetings is kept in Department files.

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT		
X	10A.	A District CTE Plan is on file with the local administration and a copy is retained in the local department files.
X	10B.	Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.
X	10C.	Enrollment report (CDE 101-E1) <ul style="list-style-type: none"> • All CTE courses are properly identified in data system (including new courses). • Enrollment figures and reports are reviewed by: <ul style="list-style-type: none"> ○ Site Staff and district CTE staff ○ Site and district advisory committees • Completed and submitted by October 15 to the CDE.
X	10D.	A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: <ul style="list-style-type: none"> • Student placement status in postsecondary education or advanced training, in military service, or in employment. • Opinion regarding the value and relevance of the CTE program. • Suggestions for improving the CTE program.
X	10E.	Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.
X	10F.	The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X	10G.	All Core Indicators meet or exceed the State level targets.
X	10H.	The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.
11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION		
X	11A.	The CTE program has a recruitment brochure or similar document used to promote the program.
X	11B.	The CTE Department(s) conduct recruitment activities.

CARL PERKINS PROGRAM PLAN 2014-15

Department Chairs complete one plan for each sequenced program in a CTE Department. All parts of the plan must be submitted to and approved by the principal and Perkins oversight administrator. Perkins administrator will forward the school's Perkins to the Categorical office. Plans will be reviewed and approved by District CTE Committee prior to becoming part of the MUHSD District plan which will require CDE approval.

School:	Livingston High Scho	Chair or Teacher:	Stefanie Kuhr	Allocation:	18,421
CTE Department:	Agrilcture				
Industry Sector:	Agriculture and Natural Resources				
Career Pathway:	Agriscience, Animal Science, and Agriculture Mechanics				

PROGRAM REVIEW QUESTIONS

- Describe your collaboration efforts with ROP and/or Merced College to develop articulated credit courses which allow students to meet both high school and college requirements for graduation and/or certification?
 Meetings were held throughout the 2013-2014 between school/department, district, ROP, and Merced College staff in identifying courses that would qualify for Merced College. Agriculture Leadership was made available to our students for articulation 2x2 college credit.
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- purchase of supplemental books, instructional materials, and equipment
- use of funds for student leadership organization activities
- professional and curriculum development
- industry advisory committee activities
- instructional aides

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Estimated Cost (include tax and shipping)	3100	Classification Letter (Refer to budget page)	T	Quality Criteria & Indicator number & letter	7A
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2. Describe in detail item to be purchased:

FFA Leadership packets include all students enrolled in agricultural education to receive their own record book and will be given the opportunity to participate in leadership activities and career development events provided through the FFA.

Explain how the following program improvement project will enhance or improve student opportunities: (AGRI) Through the leadership packets, every student will be given the opportunity to participate in numerous leadership conferences and career development events during the spring.

Estimated Cost (include tax and shipping)	6.500	Classification Letter (Refer to budget page)	A	Quality Criteria & Indicator number & letter	4C
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3. Describe in detail item to be purchased:

Professional Development Seminars, workshops and activities through CATA and FFA. These activities include CATA Summer Conference, Fall and Spring Regional Meetings, Road Show and California State FFA Convention.

Explain how the following program improvement project will enhance or improve student opportunities: (AgM) Through attending various activities and conference workshops, the agriculture instructors will gain knowledge and materials needed to continue to provide up-to-date instruction in the career and technical education for all students.

Estimated Cost (include tax and shipping)	8000	Classification Letter (Refer to budget page)	B	Quality Criteria & Indicator number & letter	7A
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4. Describe in detail item to be purchased:

Fetal Pigs Dissection tool/equipment

Explain how the following program improvement project will enhance or improve student opportunities: (AnSci) The purchase of fetal pigs and dissection equipment will be used to enhance the animal science pathway by providing students the hands-on experience of providing an internal look at the body systems of the pig.

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5. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

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6. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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7. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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8. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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9. Describe in detail item to be purchased:

Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
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Explain how the following program improvement project will enhance or improve student opportunities:

Estimated Cost (include tax and shipping)		Classification Letter (Refer to budget page)		Quality Criteria & Indicator number & letter	
--	--	---	--	---	--

Carl Perkins Grant Application Budget Narrative

Object numbers and Title Reference		Expenditure Category			
4000	Books/Supplies	A	Instruction (including CTSO)	E	Special Population Services
5000	Services/Operating Expenditures	B	Professional Development	F	Research Eval & Data Development
6000	Capital Outlay	C	Curriculum Development	G	Guidance & Counseling
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[illegible]

Career Technical Education (CTE) - 11 Elements of a High-Quality CTE Program

Place an X in next to elements in which the requirement is currently being met and/or the year (e.g. '12, '13) in which the requirement will be met. NOTE: Each box in the column must be filled. It should contain an X or a year.

1. LEADERSHIP AT ALL LEVELS		
X	1A.	The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements, and/or Tech Prep.
X	1B.	Local district administrators participate in CTE professional development regarding the benefits of CTE and the management of CTE within the larger context of educational improvement to serve all students.
X	1C.	Investment is made to provide support for CTE leadership at the local level to ensure that CTE administrators, teacher(s), and counseling and instructional leaders have sufficient time and resources to implement system improvements and work with their counterparts in other programs.
2. HIGH-QUALITY CURRICULUM AND INSTRUCTION		
X	2A.	The CTE Model Curriculum Standards and Framework for the _____ Industry Sector are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.
X	2B.	Career paths have been identified and can be found on a chart or diagram in the CTE Plan.
X	2C.	The CTE program has classroom-linked work-based learning and work experience education opportunities through strengthened industry partnerships, effective coordination with Regional Occupation Center/Program (ROC/P), adult schools, Work Experience Education, and Cooperative Work Experience Education programs, and a systematic review of policies and practices addressing barriers to access, including insurance, liability, and other issues.
X	2D.	The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).
X	2E.	Students are provided with a strong experience in and understanding of all aspects of industry.
	2F.	Technology is incorporated into program instruction.
X	2G.	There is collaboration between academic and CTE teachers.
X	2H.	CTE courses are industry certified, have been submitted to meet high school graduation requirements, University of California a-g (UC a-g) credit, or articulated with a community college.
3. CAREER EXPLORATION AND GUIDANCE		
X	3A.	Students are counseled regarding: <ul style="list-style-type: none"> • CTE career opportunities. • CTE and academic courses necessary to complete career pathway offerings. • Post-secondary education and training options.
X	3B.	All students have a completed a four year career plan that is updated annually.
4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT		
X	4A.	An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.
X	4B.	A local CTSO work plan is developed annually and a copy is furnished to local administration.
X	4C.	Leadership activities are embedded in the CTE curriculum.
X	4D.	All students enrolled in CTSO's are affiliated with the State Association.
X	4E.	Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).
X	4F.	Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.

5. INDUSTRY PARTNERSHIPS		
X	5A.	The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California <i>Education Code</i> §8070 and meets at least once a year.
X	5B.	Business/industry is involved in student learning activities.
X	5C.	Business/industry is involved in the development and validation of the curriculum.
X	5D.	Labor market demand has been documented for the Program.
X	5E.	There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.
6. SYSTEM ALIGNMENT AND COHERENCE		
X	6A.	A Program of Study, with a post-secondary institution, has been developed.
X	6B.	Sufficient time is provided for faculty to build cross-segmental and cross-disciplinary collaborations aimed at aligning curricula and programs, as well as models, tools, and professional development to facilitate pathway development.
X	6C.	Each CTE program sequence will include at least one district-funded CTE course in the industry sector.
7. EFFECTIVE ORGANIZATIONAL DESIGN		
X	7A.	Opportunities provide for better use of after-school, extended-day, and out-of-school time for career exploration, projects, and WBL connected to in-class curricula.
X	7B.	There are open-entry/open-exit strategies where feasible, in ways that maintain the integrity of CTE courses and course sequences and comply with industry requirements; structure and sequence curriculum in modules or “chunks” tied to jobs with multiple entry and exit points, and with multiple levels of industry-recognized credentials built into the sequencing of the pathway.
X	7C.	Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.
8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS		
X	8A.	Mechanisms are in place that systematically track labor market demands, maintain the currency of occupational classifications, and ensure that teachers and counselors are informed of new developments in their fields.
X	8B.	There is sufficient funding to cover costs of necessary equipment and facilities.
X	8C.	There is a partnership among local businesses and local workforce development and educational organization to provide consistent and reliable data about the regional economic and labor markets for planning programs.
9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT		
X	9A.	Every CTE teacher has the appropriate credential for teaching the subject(s) assigned as well as documented employment experience outside of education in the program area taught.
X	9B.	Based on the previous year’s records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.
X	9C.	The CTE staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable.)
X	9D.	A written record of minutes of action taken during CTE staff meetings is kept in Department files.

10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT		
X	10A.	A District CTE Plan is on file with the local administration and a copy is retained in the local department files.
X	10B.	Updates of the CTE Plan are sent to the local administrator by February. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) CTSO Program of Work; (4) Advisory Committee Roster.
X	10C.	Enrollment report (CDE 101-E1) <ul style="list-style-type: none"> • All CTE courses are properly identified in data system (including new courses). • Enrollment figures and reports are reviewed by: <ul style="list-style-type: none"> ○ Site Staff and district CTE staff ○ Site and district advisory committees • Completed and submitted by October 15 to the CDE.
X	10D.	A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers: <ul style="list-style-type: none"> • Student placement status in postsecondary education or advanced training, in military service, or in employment. • Opinion regarding the value and relevance of the CTE program. • Suggestions for improving the CTE program.
X	10E.	Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.
X	10F.	The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X	10G.	All Core Indicators meet or exceed the State level targets.
X	10H.	The Expenditure Reports (CDE 101-A and VE-5) are received by the CDE by September 30.
11. CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION		
X	11A.	The CTE program has a recruitment brochure or similar document used to promote the program.
X	11B.	The CTE Department(s) conduct recruitment activities.

Account Statement Report - FFA (613)

From July 1, 2014 to May 7, 2015

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
07/01/2014			Balance Forward					\$ 8,514.34
07/31/2014	7	ADJUSTMENT	COMBINE FFA ACCOUNTS			0.00	36.01	8,550.35
07/31/2014	7	ADJUSTMENT	COMBINE FFA ACCOUNTS			0.00	673.00	9,223.35
08/13/2014	15686	CHECK		BAREFOOT ATHLETICS		1,616.00	0.00	7,607.35
08/14/2014	15691	CHECK	REIMBURSEMENTS	KUHR, STEFANIE		24.00	0.00	7,583.35
08/14/2014	15691	CHECK	REIMBURSEMENTS	KUHR, STEFANIE		51.78	0.00	7,531.57
08/14/2014	15691	CHECK	REIMBURSEMENTS	KUHR, STEFANIE		157.57	0.00	7,374.00
08/15/2014	324	RECEIPT	MERCED RIVER AG BOOSTERS DONATION FOR SERVING DINNER	LOUIS RANDALL		0.00	250.00	7,624.00
08/20/2014	408	RECEIPT	ATTENDANCE AWARDS-BRAVO	M.U.H.S.D.		0.00	200.00	7,824.00
08/20/2014	418	RECEIPT	T SHIRT SALES	KUHR, STEFANIE		0.00	450.00	8,274.00
08/21/2014	15702	CHECK	FAIR SHARE MEDICATION REIMBURSEMENT	STEPHANIE LAND		34.46	0.00	8,239.54
08/22/2014	14	ADJUSTMENT	NATIONAL FFA ORGANIZATION-CK#15533,15555,15586,15606 -SALES TAX			129.15	0.00	8,110.39
08/22/2014	15	ADJUSTMENT	ORIENTAL TRADING-CK#15556-SALES TAX			3.75	0.00	8,106.64
08/25/2014	15703	CHECK	SWINE SHEARS REPAIR	LOUIS RANDALL		17.17	0.00	8,089.47
08/25/2014	15704	CHECK	FFA OFFICER SHIRTS	DIAMOND PRINTS		352.09	0.00	7,737.38
08/27/2014	15718	CHECK	REGISTRATION FOR CONFERENCE	CALIF ASSOCIATION FFA-CENTRAL REGION FFA		140.00	0.00	7,597.38
08/27/2014	15719	CHECK	GREENHAND REGISTRATION	CALIFORNIA FFA CENTER		1,750.00	0.00	5,847.38
08/27/2014	479	RECEIPT	T SHIRTS	KUHR, STEFANIE		0.00	350.00	6,197.38
08/28/2014	15722	CHECK	SECTIONAL DUES/CONTEST FEES	MERCED-MARIPOSA SECTION FFA		200.00	0.00	5,997.38
09/02/2014	534	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	100.00	6,097.38
09/04/2014	540	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	850.00	6,947.38
09/04/2014	542	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	150.00	7,097.38
09/04/2014	545	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	170.00	7,267.38
09/05/2014	556	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	80.00	7,347.38
09/05/2014	557	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	70.00	7,417.38
09/05/2014	559	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	150.00	7,567.38
09/08/2014	589	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	60.00	7,627.38
09/08/2014	590	RECEIPT	GREENHOUSE CONFERENCE	KUHR, STEFANIE		0.00	30.00	7,657.38
09/08/2014	591	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	7,757.38
09/09/2014	15740	CHECK	GREENHAND CONFERENCE-ADULT REGISTRATION	CALIFORNIA FFA CENTER		10.00	0.00	7,747.38
09/10/2014	599	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	30.00	7,777.38
09/10/2014	600	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	60.00	7,837.38

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
09/10/2014	602	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	150.00	7,987.38
09/11/2014	609	RECEIPT	GREENHOUSE TOMATOES/1ST PRESBYTERIAN CHURCH	LOUIS RANDALL		0.00	98.00	8,085.38
09/11/2014	610	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	90.00	8,175.38
09/11/2014	611	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	60.00	8,235.38
09/11/2014	612	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	10.00	8,245.38
09/11/2014	613	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	10.00	8,255.38
09/12/2014	15753	CHECK	PO #16360: FLORAL SUPPLIES (PO# 16360)	MATRANGA FLORAL DIST.		81.25	0.00	8,174.13
09/16/2014	15755	CHECK	ICE CREAM FOR 9/17/14 ICE CREAM SOCIAL	LIBERTY MARKET		69.90	0.00	8,104.23
09/24/2014	866	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	90.00	8,194.23
09/24/2014	867	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	190.00	8,384.23
09/24/2014	868	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	90.00	8,474.23
09/24/2014	869	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	80.00	8,554.23
09/24/2014	870	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	250.00	8,804.23
09/24/2014	871	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	120.00	8,924.23
09/24/2014	872	RECEIPT	T SHIRT FUNDRAISER	KUHR, STEFANIE		0.00	40.00	8,964.23
09/25/2014	24	ADJUSTMENT	8/25/14 COSTCO CHARGE FOR 8/27/14 FFA POOL PARTY SUPPLIES	KUHR, STEFANIE		202.74	0.00	8,761.49
09/25/2014	15763	CHECK	2 YARDS OF POTTING MIX	MERCED COLLEGE FOUNDATION		160.00	0.00	8,601.49
10/01/2014	914	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	200.00	8,801.49
10/01/2014	916	RECEIPT	FRIGHTMARE FARMS	KUHR, STEFANIE		0.00	580.00	9,381.49
10/02/2014	918	RECEIPT	GREENHAND CONFERENCE	KUHR, STEFANIE		0.00	40.00	9,421.49
10/02/2014	919	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	50.00	9,471.49
10/02/2014	920	RECEIPT	FFA TSHIRT FUNDRAISER	KUHR, STEFANIE		0.00	40.00	9,511.49
10/02/2014	923	RECEIPT	FFA JACKETS	KUHR, STEFANIE		0.00	435.00	9,946.49
10/03/2014	934	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	300.00	10,246.49
10/07/2014	954	RECEIPT	FRIGHTMARE FARMS	KUHR, STEFANIE		0.00	220.00	10,466.49
10/07/2014	958	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	10,566.49
10/07/2014	15787	CHECK	55 TICKETS	FRIGHTMARE FARMS		880.00	0.00	9,686.49
10/09/2014	967	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	300.00	9,986.49
10/10/2014	37	ADJUSTMENT	9/26/14 AMERICAN EXPRESS STMT			74.50	0.00	9,911.99
10/13/2014	987	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	200.00	10,111.99
10/13/2014	988	RECEIPT	FRIGHTMARE FARMS	KUHR, STEFANIE		0.00	160.00	10,271.99
10/15/2014	15798	CHECK	4 CASES CHICKEN FOR 10/16/14 BBQ DINNER	LOUIS RANDALL		123.37	0.00	10,148.62
10/20/2014	1042	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	10,248.62
10/21/2014	1062	RECEIPT	CHANGE DUE FROM RICHWOOD MEAT CHARGE	KUHR, STEFANIE		0.00	3.00	10,251.62

FFA WEBSITE DOMAIN

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
10/28/2014	1126	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	50.00	10,301.62
10/28/2014	1127	RECEIPT	FFA JACKET	KUHR, STEFANIE		0.00	72.00	10,373.62
11/04/2014	48	ADJUSTMENT	10/28/14 AMERICAN EXPRESS STMT-FFA CHARGES			1,262.00	0.00	9,111.62
11/05/2014	53	ADJUSTMENT	HOMECOMING FLOAT AWARDS			0.00	50.00	9,161.62
11/05/2014	1452	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	100.00	9,261.62
11/06/2014	54	ADJUSTMENT	SENIOR SPORTS NIGHTS FLOWERS			0.00	402.00	9,663.62
11/07/2014	55	ADJUSTMENT	10/24/14 BAND SENIOR NIGHT FLOWERS			0.00	66.00	9,729.62
11/07/2014	58	ADJUSTMENT	10/21/14 GIRLS TENNIS SENIOR NIGHT FLOWERS			0.00	42.00	9,771.62
11/07/2014	1659	RECEIPT	PLACEMAT AD FUNDRAISER	KUHR, STEFANIE		0.00	250.00	10,021.62
11/07/2014	1660	RECEIPT	DONATION FOR SERVING DINNER 9/6/14	KUHR, STEFANIE		0.00	350.00	10,371.62
11/07/2014	15842	CHECK	HOMECOMING PO#16399/INV#755384 \$96.32 & INV#755411 \$62.42	MATRANGA FLORAL DIST.		158.74	0.00	10,212.88
11/07/2014	15843	CHECK	PO#16408-INV#755502 \$85.88 & INV#755527 \$77.25 SENIOR NIGHT SUPPLIES	MATRANGA FLORAL DIST.		163.13	0.00	10,049.75
11/07/2014	15844	CHECK	PO#16413 INV#76315 \$177.90 & INV#763843 \$152.18 SENIOR NIGHT SUPPLIES	MATRANGA FLORAL DIST.		330.08	0.00	9,719.67
11/14/2014	60	ADJUSTMENT	10/3/14 FALL HOMECOMING FLOWERS			0.00	165.50	9,885.17
11/14/2014	61	ADJUSTMENT	10/24/14 CHEER SENIOR SPORTS NIGHT FLOWERS			0.00	72.00	9,957.17
11/14/2014	1792	RECEIPT	DRIVE THRU BBQ FUNDRAISER 10/16/14	KUHR, STEFANIE		0.00	1,755.00	11,712.17
11/19/2014	64	ADJUSTMENT	BAREFOOT-CK#15686-SALES TAX			121.20	0.00	11,590.97
11/19/2014	15868	CHECK	TRI FOLD FFA DISPLAY	MCGUIRE, KEVIN		65.47	0.00	11,525.50
11/20/2014	15877	CHECK	XMAS TREE/GREENHAND BANQUET SUPPLIES/STATE OFFICER GIFTS	SCHIBER, KAYLYN		273.61	0.00	11,251.89
12/03/2014	15888	CHECK	ACCT PYMT STMT DATE 11/27/14	AMERICAN EXPRESS		155.73	0.00	11,096.16
12/03/2014	1957	RECEIPT	T SHIRT SALE	KUHR, STEFANIE		0.00	10.00	11,106.16
12/05/2014	1986	RECEIPT	Ticket # 0001	Chance, Blaine Robert		0.00	25.00	11,131.16

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From July 1, 2014 to May 7, 2015

Livingston H.

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
12/05/2014	1991	RECEIPT	Test sale - Guest Anthony Onate	ONATE, MANDIE		0.00	40.00	11,171.16
12/05/2014	1992	RETURN RECEIPT	Test sale/return	ONATE, MANDIE		40.00	0.00	11,131.16
12/08/2014	2037	RECEIPT	Ticket # 0001 - Vanessa Guzman	Miranda, Adrian		0.00	40.00	11,171.16
12/09/2014	2055	RECEIPT	Ticket # 0002 - Blake Jantz	Silva, Lindsay		0.00	40.00	11,211.16
12/10/2014	2057	RECEIPT	Ticket # 0003 - Elizabeth Melgoza	Toledo Sanchez, Andrew J		0.00	40.00	11,251.16
12/10/2014	15912	CHECK	Invoice #MFE/ALA 10170: ALA/MFE REGISTRATION	CALIFORNIA FFA CENTER	1,300.00		0.00	9,951.16
12/10/2014	15913	CHECK	Invoice #1912012: TAPE & FLOAT SUPPLIES	LIVINGSTON TRUE VALUE HARDWARE	11.90		0.00	9,939.26
12/10/2014	2059	RECEIPT	Ticket # 0004 - Jesus Ochoa	Silva, Rueger Azevedo		0.00	40.00	9,979.26
12/10/2014	2061	RECEIPT	Ticket # 0005 - Liliana Prieto	Ramos, Mario R		0.00	40.00	10,019.26
12/11/2014	2068	RECEIPT		Nolan, Claire E		0.00	25.00	10,044.26
12/11/2014	2070	RECEIPT	Ticket # 0006 - Oraymar Heredia	Turman, Max W		0.00	40.00	10,084.26
12/11/2014	2071	RECEIPT	Ticket # 0007 - Monica Disney	Guerrero, Issac Cristian		0.00	40.00	10,124.26
12/11/2014	2072	RECEIPT	Ticket # 0008 - Ashleigh Huerta	Gutierrez, Giovanni		0.00	40.00	10,164.26
12/11/2014	2078	RECEIPT	DRIVE THRU FUNDRAISER	KUHR, STEFANIE		0.00	30.00	10,194.26
12/11/2014	2083	RECEIPT	Ticket # 0003	Ramirez, Melissa A		0.00	25.00	10,219.26
12/12/2014	2090	RECEIPT	Ticket # 0004	Sanchez, Joceline L		0.00	25.00	10,244.26
12/12/2014	2091	RECEIPT	Ticket # 0009 - Cristian Ceja	Dapra, Alessia		0.00	40.00	10,284.26
12/12/2014	2092	RECEIPT	Ticket # 0005	Randall, Austin Hale		0.00	25.00	10,309.26
12/12/2014	2093	RECEIPT	Ticket # 0006	Randall, Hayley Elizabeth		0.00	25.00	10,334.26
12/12/2014	2094	RECEIPT	Ticket # 0007	Randall, Hunter Nolan		0.00	25.00	10,359.26
12/12/2014	2095	RECEIPT	#0010 DANIELLE BRUSENSKI	Vieira, Vitor S		0.00	40.00	10,399.26
12/12/2014	2096	RECEIPT	#0011 MELISSA GARCIA VEGA	Avila, Edward J		0.00	40.00	10,439.26
12/12/2014	2097	RECEIPT	Ticket # 0008	Friesen, Hannah Lorena		0.00	25.00	10,464.26
12/12/2014	2098	RECEIPT	Ticket # 0012 - Mariah Rivera	Pacheco, Jose D		0.00	40.00	10,504.26
12/12/2014	2099	RECEIPT	Ticket # 0013 - Yuriria Cuellar	Reyes, Liliana Stephanie		0.00	40.00	10,544.26
12/12/2014	2100	RECEIPT	Ticket #0014 - Vanessa Cruz #0009	Reyna, Yesenia Alejandra		0.00	40.00	10,584.26
12/12/2014	2102	RECEIPT	Ticket # 0015 - Beatriz Solorio	Camacho, Julissa		0.00	25.00	10,609.26
12/12/2014	2103	RECEIPT	Ticket # 0010	Reyes, Georgina Erandi		0.00	40.00	10,649.26
12/12/2014	2104	RECEIPT		Hernandez Zavala, Vanessa I		0.00	25.00	10,674.26
12/16/2014	2123	RECEIPT	WINTER FORMAL OPPORTUNITY DRAWING TKTS	KUHR, STEFANIE		0.00	1,286.00	11,960.26
12/16/2014	2124	RECEIPT	EGG SALES	KUHR, STEFANIE		0.00	78.00	12,038.26
12/16/2014	15916	CHECK	Invoice #6115938: PO #16443: WINTER FORMAL DECORATIONS	ANDERSON'S	63.12		0.00	11,975.14

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
12/17/2014	15925	CHECK	Invoice #6109441: PO #16431: CROWN/SASHES FOR WINTER FORMAL	ANDERSON'S		206.92	0.00	11,768.22
12/17/2014	15926	CHECK	Invoice #9926: WINTER FORMAL DECORATIONS	STEFANIE KUHR		21.29	0.00	11,746.93
12/17/2014	15927	CHECK	Invoice #613: WINTER FORMAL & MEETING SUPPLIES	KAYLYN SCHIBER		151.91	0.00	11,595.02
01/07/2015	2169	RECEIPT	DONATION FOR HELP@ SWEET POTATO FESTIVAL	KUHR, STEFANIE		0.00	1,712.00	13,307.02
01/13/2015	2214	RECEIPT	FLORAL SALES- RANDALL	RANDALL, LOUIS		0.00	160.00	13,467.02
01/13/2015	2215	RECEIPT	FLORAL SALES - RANDALL	RANDALL, LOUIS		0.00	150.00	13,617.02
01/13/2015	2216	RECEIPT	FLORAL SALES - RANDALL	RANDALL, LOUIS		0.00	428.00	14,045.02
01/13/2015	2217	RECEIPT	FLORAL SALES - RANDALL	RANDALL, LOUIS		0.00	355.00	14,400.02
01/13/2015	15937	CHECK	Invoice #121814: 4 DOZ DONUTS-CHRISTMAS DRIVE 12/18/14	KAYLYN SCHIBER		33.00	0.00	14,367.02
01/13/2015	15938	CHECK	Invoice #764252: PO #16450: SUPPLIES FOR FLORAL PROJECTS	MATRANGA FLORAL DIST.		176.50	0.00	14,190.52
01/13/2015	15950	CHECK	Invoice #17109: JUDGING TEAM REGISTRATION FOR ARBUCKLE FIELD DAY	PIERCE HIGH SCHOOL		280.00	0.00	13,910.52
01/21/2015	15965	CHECK	Invoice #031415: FFA FIELD DAY REGISTRATION	FFA FIELD DAY		60.00	0.00	13,850.52
01/27/2015	15978	CHECK	Invoice #02042015: PROJECT COMPETITION BANQUET 2/4/15	MERCED COLLEGE FOUNDATION/PROJECT COMPETITION		320.00	0.00	13,530.52
01/28/2015	15985	CHECK	DJ WINTER FORMAL 12/13/14	SANDOVAL, JUAN		400.00	0.00	13,130.52
01/29/2015	15986	CHECK	Invoice #12/31/2014: ACCT# 28017677 10/1 - 12/31/2014 SALES & USE TAX	STATE BOARD OF EQUALIZATION		20.25	0.00	13,110.27
02/04/2015	15990	CHECK	Invoice #02282015: 2/28/15 CENTRAL REGION SPRING MEETING REGISTRATION	CENTRAL REGION CATA		136.00	0.00	12,974.27
02/04/2015	15994	CHECK	Invoice #032115: REGISTRATION FOR FFA FLORAL CONTEST 3/21/15	LATHROP HIGH SCHOOL		100.00	0.00	12,874.27
02/04/2015	15995	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		72.10	0.00	12,802.17
02/04/2015	15995	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		18.30	0.00	12,783.87
02/04/2015	15995	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		110.85	0.00	12,673.02
02/04/2015	15996	CHECK	Invoice #000005: 2 YARDS OF SOIL	MERCED COLLEGE FOUNDATION		160.00	0.00	12,513.02
02/04/2015	2407	RECEIPT	STATE CONFERENCE DEPOSIT	KUHR, STEFANIE		0.00	55.00	12,568.02

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From July 1, 2014 to May 7, 2015

Livingston FFA

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
02/04/2015	2408	RECEIPT	PROJECT COMPETITION BANQUET TICKETS	KUHR, STEFANIE		0.00	710.00	13,278.02
02/04/2015	2409	RECEIPT	OCT 2014 DRIVE THRU BB FUNDRAISER	KUHR, STEFANIE		0.00	150.00	13,428.02
02/05/2015	2412	RECEIPT	FLOWER SALES	RANDALL, LOUIS		0.00	20.00	13,448.02
02/05/2015	2413	RECEIPT	MFE/ALA PAYMENTS	KUHR, STEFANIE		0.00	250.00	13,698.02
02/05/2015	2414	RECEIPT	MFE CONFERENCE	KUHR, STEFANIE		0.00	50.00	13,748.02
02/05/2015	2415	RECEIPT	STATE CONFERENCE DEPOSITS	KUHR, STEFANIE		0.00	150.00	13,898.02
02/06/2015	2429	RECEIPT	STATE CONFERENCE DEPOSIT	KUHR, STEFANIE		0.00	50.00	13,948.02
02/09/2015	2447	RECEIPT	STATE CONFERENCE DEPOSITS	KUHR, STEFANIE		0.00	100.00	14,048.02
02/10/2015	2461	RECEIPT	STATE CONFERENCE- LINDSAY & RUEGER SILVA	KUHR, STEFANIE		0.00	500.00	14,548.02
02/11/2015	16007	CHECK	Invoice #17417: MERCED FIELD DAY REGISTRATION	MERCED COLLEGE FOUNDATION		120.00	0.00	14,428.02
02/11/2015	16017	CHECK	Invoice #02/28/15: REGIONAL MEETING MEMBER REGISTRATION	CENTRAL REGION CATA		108.00	0.00	14,320.02
02/11/2015	16018	CHECK	Invoice #17493: 3/28/15 FIELD DAY REGISTRATION FEES	MJC AGRICULTURE		247.00	0.00	14,073.02
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		152.02	0.00	13,921.00
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		71.03	0.00	13,849.97
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		72.32	0.00	13,777.65
02/18/2015	16029	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		57.25	0.00	13,720.40
02/19/2015	16034	CHECK	Invoice #268096: FLORAL PORTFOLIO SUPPLIES	LOUIS RANDALL		154.84	0.00	13,565.56
02/19/2015	2526	RECEIPT	MFE PAYMENT	KUHR, STEFANIE		0.00	50.00	13,615.56
02/19/2015	2527	RECEIPT	STATE CONFERENCE PAYMENTS	KUHR, STEFANIE		0.00	400.00	14,015.56
02/20/2015	2559	RECEIPT	DRIVE THRU BBQ FUNDRAISER	KUHR, STEFANIE		0.00	2,745.00	16,760.56
02/23/2015	2593	RECEIPT	FLOWER SALES	RANDALL, LOUIS		0.00	362.00	17,122.56
02/23/2015	2601	RECEIPT	MFE/ALA PAYMENT	KUHR, STEFANIE		0.00	50.00	17,172.56
02/23/2015	2602	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	17,272.56
02/24/2015	16046	CHECK	Invoice #17727: FIELD DAY REGISTRATION	REEDLEY COLLEGE- AGNR DEPT		115.00	0.00	17,157.56
02/24/2015	16047	CHECK	Invoice #4/18-21/15: STATE FFA CONFERENCE REGISTRATION	CALIFORNIA FFA CENTER		2,710.00	0.00	14,447.56
02/25/2015	100	ADJUSTMENT	1/28/15 WRESTLING SENIOR NIGHT FLOWERS			0.00	48.00	14,495.56

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
02/25/2015	101	ADJUSTMENT	2/6/15 WINTER HOMECOMING FLOWERS			0.00	193.00	14,688.56
02/26/2015	2660	RECEIPT	STATE CONFERENCE PAYMENT	KUHR, STEFANIE		0.00	250.00	14,938.56
03/02/2015	2695	RECEIPT	EGG SALES	KUHR, STEFANIE		0.00	48.00	14,986.56
03/02/2015	2696	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	250.00	15,236.56
03/02/2015	2697	RECEIPT	BASKETBALL DINNER 2/25/15 -EL CAPITAN	KUHR, STEFANIE		0.00	54.00	15,290.56
03/02/2015	2702	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	50.00	15,340.56
03/02/2015	2703	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	120.00	15,460.56
03/02/2015	2704	RECEIPT	KISS THE PIG	KUHR, STEFANIE		0.00	196.78	15,657.34
03/03/2015	2723	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	250.00	15,907.34
03/03/2015	16049	CHECK	Invoice #30115: FFA BASKETBALL TRMT PLAQUE	ATWATER FFA		23.00	0.00	15,884.34
03/03/2015	16067	CHECK	Invoice #2015-022: AWARD DONATION FOR 2015 COUNTY FAIR	MERCED COUNTY FAIR		30.00	0.00	15,854.34
03/04/2015	16056	CHECK	VALENTINE'S FLOWERS & SUPPLIES	MATRANGA FLORAL DIST.		84.05	0.00	15,770.29
03/04/2015	16056	CHECK	VALENTINE'S FLOWERS & SUPPLIES	MATRANGA FLORAL DIST.		435.05	0.00	15,335.24
03/05/2015	16070	CHECK	Invoice #931459: WATER & PIZZA FOR 3/3/15	LOUIS RANDALL		294.04	0.00	15,041.20
03/05/2015	16079	CHECK	Invoice #03072015: FIELD DAY REGISTRATION	WEST HILLS		180.00	0.00	14,861.20
03/05/2015	16080	CHECK	Invoice #17999: FRESNO STATE FIELD DAY REGISTRATION	FRESNO STATE FFA FIELD DAY COMMITTEE		252.00	0.00	14,609.20
03/05/2015	16081	CHECK	CHARGES THRU 2/25/15	AMERICAN EXPRESS		1,270.94	0.00	13,338.26
03/05/2015	16081	CHECK	CHARGES THRU 2/25/15	AMERICAN EXPRESS		180.54	0.00	13,157.72
03/06/2015	2809	RECEIPT	FFA MEMBERS SERVED DINNER ON 3/3/15	KUHR, STEFANIE		0.00	2,750.00	15,907.72
03/06/2015	2810	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	250.00	16,157.72
03/10/2015	16087	CHECK	Invoice #140651: SMALL UNIT REPLACEMENT CHICKS	STEFANIE KUHR		148.15	0.00	16,009.57
03/10/2015	16090	CHECK	Invoice #SCRAPBOOK: CHAPTER SCRAPBOOK SUPPLIES	STEFANIE KUHR		129.46	0.00	15,880.11
03/10/2015	16090	CHECK	Invoice #SCRAPBOOK: CHAPTER SCRAPBOOK SUPPLIES	STEFANIE KUHR		25.88	0.00	15,854.23
03/11/2015	16103	CHECK	REIMBURSEMENTS	KAYLYN SCHIBER		158.21	0.00	15,696.02
03/12/2015	16107	CHECK	Invoice #031215: TICKET 3/12/15 SCHOLARSHIP DINNER	STEFANIE KUHR		45.00	0.00	15,651.02
03/19/2015	3062	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	40.00	15,691.02
03/19/2015	3063	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	15,791.02

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
03/23/2015	3159	RECEIPT	DONATION FOAR SERVING 3/19/15 DINNER	KUHR, STEFANIE		0.00	500.00	16,291.02
03/26/2015	3186	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	16,391.02
04/01/2015	3220	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	75.00	16,466.02
04/01/2015	3221	RECEIPT	EGG SALES	KUHR, STEFANIE		0.00	30.00	16,496.02
04/01/2015	16132	CHECK	Invoice #1921: ANIMAL SCALE TESTED FOR AG PROGRAM	MERCED COUNTY DIVISION OF WEIGHTS & MEASURES		93.00	0.00	16,403.02
04/01/2015	16133	CHECK	Invoice #30115: 20 DINNER TKTS @3.00 2015 FFA BASKETBALL TRMT	EL CAPITAN FFA		60.00	0.00	16,343.02
04/01/2015	16138	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		48.20	0.00	16,294.82
04/01/2015	16138	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		79.75	0.00	16,215.07
04/01/2015	16138	CHECK	FLORAL SUPPLIES	MATRANGA FLORAL DIST.		107.40	0.00	16,107.67
04/13/2015	3246	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	55.00	16,162.67
04/13/2015	3248	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	300.00	16,462.67
04/13/2015	3250	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	185.00	16,647.67
04/13/2015	3251	RECEIPT	STATE CONFERENCE \$20/ALA \$50 GERARDO AGUILAR	KUHR, STEFANIE		0.00	70.00	16,717.67
04/14/2015	16145	CHECK	Invoice #CA0135: STUDENT LEADERSHIP PACKET	CALIFORNIA ASSOCIATION FFA		8.50	0.00	16,709.17
04/14/2015	16144	CHECK	Invoice #41815: HOTEL FOR STATE CONFERENCE	BEST WESTERN PLUS VILLAGE INN		2,111.97	0.00	14,597.20
04/14/2015	3264	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	140.00	14,737.20
04/15/2015	16146	CHECK	Invoice #18470: 5/2/15 STATE FINALS REGISTRATION	CALIFORNIA ASSOCIATION FFA		195.00	0.00	14,542.20
04/15/2015	16147	CHECK	Invoice #29835/30068/30069: PO #16509: PLUGS & PLANTS FOR FLORAL	FIRST STEP GREENHOUSE		507.45	0.00	14,034.75
04/15/2015	16150	CHECK	Invoice #84903030: HOTEL ROOMS FOR STATE FINALS	HAMPTON INN & SUITES		757.12	0.00	13,277.63
04/15/2015	16154	CHECK	Invoice #MDS-16390: PO #16320: JACKETS/TIES/SCARFS	NATIONAL FFA ORGANIZATION		1,423.50	0.00	11,854.13
04/21/2015	3311	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	40.00	11,894.13
04/21/2015	3312	RECEIPT	STATE CONFERENCE	KUHR, STEFANIE		0.00	100.00	11,994.13
04/22/2015	16170	CHECK	Invoice #95054: 5/29/15 GREAT AMERICA INCENTIVE TRIP	CALIFORNIA'S GREAT AMERICA		698.00	0.00	11,296.13
04/22/2015	16177	CHECK	Invoice #6462: SCANTRONS FOR SECTIONAL CO-OP QUIZ	STEFANIE KUHR		20.12	0.00	11,276.01
04/22/2015	3331	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	60.00	11,336.01
04/22/2015	3334	RECEIPT	STATE CONFERENCE-HEATHER FRIESEN	KUHR, STEFANIE		0.00	250.00	11,586.01

Date	Number	Type	Description	Name	Notes	Dr	Cr	Balance
04/22/2015	3335	RECEIPT	FLOWERS/ROSES	RANDALL, LOUIS		0.00	100.00	11,686.01
04/29/2015	3510	RECEIPT	FLOWERS \$90.00/PLANTS \$12.00	RANDALL, LOUIS		0.00	102.00	11,788.01
04/29/2015	3512	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	60.00	11,848.01
04/29/2015	3513	RECEIPT	FFA JACKET & TIE	KUHR, STEFANIE		0.00	72.50	11,920.51
05/01/2015	16190	CHECK	supplies	KAYLYN SCHIBER		69.07	0.00	11,851.44
05/01/2015	16190	CHECK	supplies	KAYLYN SCHIBER		31.12	0.00	11,820.32
05/01/2015	16191	CHECK	Invoice #587244: SNACKS FOR 4/23/15 CATA MEETING	STEFANIE KUHR		112.67	0.00	11,707.65
05/04/2015	3566	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	40.00	11,747.65
05/04/2015	3569	RECEIPT	GRADUATION SASHES	KUHR, STEFANIE		0.00	60.00	11,807.65
05/05/2015	3577	RECEIPT	2/14/15 CRAB FEED FOR CALIFORNIA HOUNDSMEN OF MODESTO-DONATION FOR SERVING	KUHR, STEFANIE		0.00	1,006.00	12,813.65
05/05/2015	3583	RECEIPT	FAIR T SHIRTS	KUHR, STEFANIE		0.00	28.00	12,841.65
						\$	25,676.48 \$	30,003.79 \$
								12,841.65
Encumbrances for FFA								
01/26/2015	16489	Open PO	MATRANGA FLORAL DIST. - FLOWERS FOR FLORICULTURE LAB			14.15	0.00	12,827.50
02/10/2015	16506	Open PO	MATRANGA FLORAL DIST. - VALENTINE'S DAY FLOWERS & SUPPLIES			30.90	0.00	12,796.60
03/11/2015	16536	Open PO	NATIONAL FFA ORGANIZATION - BANQUET AWARDS			600.00	0.00	12,196.60
03/18/2015	16545	Open PO	MATRANGA FLORAL DIST. - FLOWERS FOR YOUNG WOMENS CONFERENCE			1.80	0.00	12,194.80
03/25/2015	16552	Open PO	MATRANGA FLORAL DIST. - SUPPLIES FOR 4/17/15 FREISEN PROJECT			125.00	0.00	12,069.80
04/14/2015	16558	Open PO	MATRANGA FLORAL DIST. - FLOWERS & SUPPLIES FOR SOCCER&TRACK SENIOR NIGHTS			150.00	0.00	11,919.80
04/28/2015	16570	Open PO	MATRANGA FLORAL DIST. - PROM & STUDENT PROJECTS FLOWERS & SUPPLIES			200.00	0.00	11,719.80
04/29/2015	16573	Open PO	NATIONAL FFA ORGANIZATION - GRADUATION SASHES			231.00	0.00	11,488.80
						\$	1,352.85 \$	0.00 \$
								11,488.80
						\$	27,029.33 \$	30,003.79 \$
								11,488.80
Total

BB

District Budget Process

The Livingston High School budgets are maintained the Merced Union School District's use of a computer program called "QSS". The department chair for Livingston High School is responsible for submitting all requisition for a purchase order, budget transfer, and all transportation and travel requests through QSS. All reports are place into a department binder to help keep track of money spent. Once the product ordered is received, the purchase order is signed off by the department chair and then sent back to the district office.

At the end of the year of year, all accounts are closed. Then an expenditure report is ran to best determine how the money was spent and if there is a better way to budget or allot the money for the year to come. This is also a part of the Agriculture Incentive grant checklist to see if and how the district matched the funds.

For examples, please review:

- 2013-2014 Expenditure Report

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
REPORT OF EXPENDITURES

(Due Date: To be received in Regional Supervisor's Office by October 15, 2013)

Funding Year: 2013-14

Livingston High School

(School Site)

 Signature of Agriculture Teacher
 Responsible for the Program

Merced Union High School

(District)

Stefanie Kuhr- AG Instructor
 Name/Title of Person Preparing Report

Telephone Number: 209-769-5982 cell

PART A Account No. 4000 does not require matching of each item but subtotal on Column C must at least equal the subtotal Column B unless a waiver of matching has been approved. Accounts 5000 and 6000 require matching for each line item unless a waiver of matching has been approved.

			A	B	C
Line	Acct. No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds	Matching Funds
1	4000	Books & Supplies		6,359.00	6,359.00
2			Subtotal for 4000	6,359.00	6,359.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Trav/Conf/Tran/Prof	5,291.00	5,291.00
4			2.		
5			3.		
6			4.		
7			5		
8			Subtotal for 5000	5,291.00	5,291.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		
11			3.		
12			4.		
13			Subtotal for 6000	-	-
14			Total for 4000-6000 Lines 2,8,13	11,650.00	11,650.00

TOTAL Incentive Grant Allocation: 11,650.00

PART B Complete this portion if a waiver of the matching requirement was granted.

			A	B	C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds	Amount of Salary and Benefits
15	1000	Salaries	Teacher's Summer Service Salaries		
16	1000	Salaries	Teachers Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		-

PART C Certification of Expenditures

I certify that the amounts entered on this final report are a true record of Incentive Grant funds and Non-Incentive Grant matching funds actually expended on the categories and items listed on the report.

Date: _____

Signature - District Superintendent or Designee

CC
Department Chair
Responsibilities

Every two years, the department chair is up for re-election. The duties are incorporated into the staff chart of responsibilities. I am currently serving as the Livingston High School department chair and was just re-elected to serve another two year term as department chair.

Attached:

- Staff Chart of Responsibilities

2014-2015 LHS Agriculture Department Staff Assignments

Ag Department

Schiber

Kuhr

Randall

McGuire

Department Chair		X		
Accounting				
CATA Registration		X		
Departmental / District Accounting / PO's		X		
FFA Accounting / PO's		X		
Hotel Reservations		X		
Office Supplies Orders		X		
Perkins Funding Application		X		
ROP Accounting / PO's		X		
ROP/ Site/ Incentive Budget		X		
Warehouse Orders		X		
SBO-FFA		X		
General Program / Facility				
5-year Equipment Allocation (5 YEAR PLAN)		X		
Advisory Committee Roster & Minutes		X		
Ag Advisory Committee Planning and Agenda		X		
Ag Booster Committee		X		
Chart of Staff Responsibilities		X		
Comprehensive Program Plan		X		
Department Marketing / PR / Liason	X	X		
Graduate Follow-Up			X	
Incentive Grant		X		
Incentive Grant Reviews		X		
In-Service Activities List		X		
Maintain Comprehensive Program Plan Binder		X		
Maintain Program Management Binder		X		
Maintenance Requests	X	X	X	X
Quarterly / Yearly CATA Meetings / Events	X	X	X	X
R2 Report & Roster			X	
Recruitment	X			
Report of Expenditures		X		
Transportation Requests/Requisitions		X		
FFA Advisor				
Advance Leadership Academy Conference	X			
American FFA Degree Applications	X			
Chapter Officer Leadership Conference	X			
Chapter Reportor	X			
Greenhand Conference	X			
Made for Excellence Leadership Conference	X			
Organize Local Project Competition	X			
Organize Sectional Project Competition				X
Oversee Planning for FFA Meetings	X			
Quarterly FFA Activities List for Class Grading	X			
Regional Officer Leadership Conference	X			
Registration for CDE Contest	X	X		
Registration for Conferences	X	X		
Scrapbook	X	X		
Sectional Officer Leadership Conference	X			
State FFA Degree Applications	X	X	X	X
State FFA Leadership Conference	X	X	X	X

2014-2015 LHS Agriculture Department

Staff Assignments

	Schiber	Kuhr	Randall	McGuire
Animal / Livestock				
Fair Supplies	X	X	X	X
Beef/Dairy Cattle			X	
Small Animal Unit (Rabbits/Poultry)		X		
School Farm (sheep)		X		
School Farm (swine)				X
School Farm (goats)	X			

Facility				
Floriculture / Outside Floral Fridge			X	
General Care and Maintenance	X	X	X	X
Greenhouse			X	
Horticulture Plots (Food Science)		X		
Nursery Facility (Shade Cloth)			X	
OH Storage Containers			X	
Shop Storage				X
Shop Manager				X

Shop / Equipment / Machinery				
Ag Shop Maintenance - Welding				X
Ag Shop Maintenance - Wood & Power Mechanics				X
Ag Trucks				X
Livestock Trailers				X
School Shop and Equipment				X
Shop Nights				X
Storage Buildings				X

Facility				
BBQ - Cooking				X

Project Supervision				
Ag Mechanics				X
Beef Projects			X	
Dairy Cattle Projects			X	
Goat Projects	X			
Floriculture Projects			X	
Horticulture Projects			X	
Rabbits		X		
Sheep Projects		X		
Swine Projects				X
Work Experience Projects		X		X

2014-2015 LHS Agriculture Department Staff Assignments

	Schiber	Kuhr	Randall	McGuire
FFA Judging Teams / Contests				
BIG (Consult/Assist Student Teacher)				X
Cotton				X
Creed Speaking	X			
Extemporaneous Speaking				X
Floriculture			X	
Grapevine	X			
Job Interview			X	
Land	X			
Farm Power		X		
Parli-Pro				X
Opening and Closing Advanced	X			
Opening and Closing Novice	X	X	X	
Prepared Public Speaking				
Impromptu		X		
Awards				
Awards Banquet	X	X	X	X
Greenhand / Chapter Farmer Awards Ceremony	X	X	X	X
National Chapter Award Application	X	X		
Scholarships			X	
POA Tabulations	X			
Proficiency Awards		X		
Fundraisers				
Ag Mechanics Projects (Plasma Art and Wood)				X
Drive Thru BBQ	X	X	X	X
Booster		X		
Plant Sale (Spring)			X	
Placement Ads		X		
T-shirt Sale		X		
Winter Formal	X

DD

Department Chart of
Responsibilities

Each summer the Staff Chart of Responsibilities is update during the advisor meeting to reflect each advisor's strength. There are some responsibilities that are shared amongst all members of the department and then there are other activities that certain advisors are in charge of but that do not make that task the sole responsibility of that advisor.

Attached:

- Staff Chart of Responsibilities

2014-2015 LHS Agriculture Department

Staff Assignments

Ag Department

Schiber

Kuhr

Randall

McGuire

Department Chair		X		
Accounting				
CATA Registration		X		
Departmental / District Accounting / PO's		X		
FFA Accounting / PO's		X		
Hotel Reservations		X		
Office Supplies Orders		X		
Perkins Funding Application		X		
ROP Accounting / PO's		X	X	
ROP/ Site/ Incentive Budget		X		
Warehouse Orders		X		
SBO-FFA		X		
General Program / Facility				
5-year Equipment Allocation (5 YEAR PLAN)		X		
Advisory Committee Roster & Minutes		X		
Ag Advisory Committee Planning and Agenda		X		
Ag Booster Committee		X		
Chart of Staff Responsibilities		X		
Comprehensive Program Plan		X		
Department Marketing / PR / Liason	X	X		
Graduate Follow-Up			X	
Incentive Grant		X		
Incentive Grant Reviews		X		
In-Service Activities List		X		
Maintain Comprehensive Program Plan Binder		X		
Maintain Program Management Binder		X		
Maintenance Requests	X	X	X	X
Quarterly / Yearly CATA Meetings / Events	X	X	X	X
R2 Report & Roster			X	
Recruitment	X			
Report of Expenditures		X		
Transportation Requests/Requisitions		X		
FFA Advisor				
Advance Leadership Academy Conference	X			
American FFA Degree Applications	X			
Chapter Officer Leadership Conference	X			
Chapter Reportor	X			
Greenhand Conference	X			
Made for Excellence Leadership Conference	X			
Organize Local Project Competition	X			
Organize Sectional Project Competition				X
Oversee Planning for FFA Meetings	X			
Quarterly FFA Activities List for Class Grading	X			
Regional Officer Leadership Conference	X			
Registration for CDE Contest	X	X		
Registration for Conferences	X	X		
Scrapbook	X	X		
Sectional Officer Leadership Conference	X			
State FFA Degree Applications	X	X	X	X
State FFA Leadership Conference	X	X	X	X

2014-2015 LHS Agriculture Department
Staff Assignments

	Schiber	Kuhr	Randall	McGuire
Animal / Livestock				
Fair Supplies	X	X	X	X
Beef/Dairy Cattle			X	
Small Animal Unit (Rabbits/Poultry)		X		
School Farm (sheep)		X		
School Farm (swine)				X
School Farm (goats)	X			

Facility				
Floriculture / Outside Floral Fridge			X	
General Care and Maintenance	X	X	X	X
Greenhouse			X	
Horticulture Plots (Food Science)		X		
Nursery Facility (Shade Cloth)			X	
OH Storage Containers			X	
Shop Storage				X
Shop Manager				X

Shop / Equipment / Machinery				
Ag Shop Maintenance - Welding				X
Ag Shop Maintenance - Wood & Power Mechanics				X
Ag Trucks				X
Livestock Trailers				X
School Shop and Equipment				X
Shop Nights				X
Storage Buildings				X

Facility				
BBQ - Cooking				X

Project Supervision				
Ag Mechanics				X
Beef Projects			X	
Dairy Cattle Projects			X	
Goat Projects	X			
Floriculture Projects			X	
Horticulture Projects			X	
Rabbits		X		
Sheep Projects		X		
Swine Projects				X
Work Experience Projects		X		X

2014-2015 LHS Agriculture Department

Staff Assignments

	Schiber	Kuhr	Randall	McGuire
FFA Judging Teams / Contests				
BIG (Consult/Assist Student Teacher)				X
Cotton				X
Creed Speaking	X			
Extemporaneous Speaking				X
Floriculture			X	
Grapevine	X			
Job Interview			X	
Land	X			
Farm Power		X		
Parli-Pro				X
Opening and Closing Advanced	X			
Opening and Closing Novice	X	X	X	
Prepared Public Speaking				
Impromptu		X		
Awards				
Awards Banquet	X	X	X	X
Greenhand / Chapter Farmer Awards Ceremony	X	X	X	X
National Chapter Award Application	X	X		
Scholarships			X	
POA Tabulations	X			
Proficiency Awards		X		
Fundraisers				
Ag Mechanics Projects (Plasma Art and Wood)				X
Drive Thru BBQ	X	X	X	X
Booster		X		
Plant Sale (Spring)			X	
Placement Ads		X		
T-shirt Sale		X		
Winter Formal	X

EE

Substitute Teacher Procedures

The substitute requests need to be enter at least two prior for planned absences through the district's online program called "Subfinder". Teachers have the ability to request certain substitutes or can place the job to the entire substitute pool for the district.

In my absence, I leave a substitute binder on my desk that contains the follow:

- Lesson Plan
- Seating Chart
- Behavior Rating Chart

The front office also provides a binder to the substitute that includes the following:

- Aeries Log-in
- Generic Substitute Plans
- Map of the campus
- Lock Down Procedures
- Emergency Procedures

Attached:

- Copy of documents from my substitute binder
- Copy of documents from the front office binder

October 15th, 2014
Substitute Lesson Plan

Mrs. Kuhr

Thank you for subbing for my classes!

- Please take roll and submit through Aries. Seating chart should be in the sub folder.
- Student Assistants: 3rd- Hannah Friesen

1st, 2nd, 3rd, & 4th Period : Biology

1. Please take roll.
2. Look up Bill Nye Cells on YouTube.
3. Pass out the worksheet for the video.
4. Students must follow along with the video.
5. Please collect the worksheet at the end of the period.
6. After the Bill Nye Video, pass out the worksheet "Is Organically Grown Food Really Better For you?"
7. Have the students annotate the reading, answer the questions and then write an ABC paragraph.
8. Please collect at the end of the period, as well.

5th Period

1. Please take roll.
2. Have the students pass in the recipes/shopping list for the salsa contest.
3. This class is an extremely talkative class. Please don't allow them to goof off during the period.
4. Pass out the movie worksheet, Food, Inc
5. Go to <http://documentaryaddict.com/food-inc-2174-doc.html>
6. Please collect at the end of the period.

Announcements: Please read the following announcement to each class.

Remember to be on your best behavior! Please demonstrate what a "good classroom" behaves like. Any class receiving a score below a "9" will have consequences!!

Thanks for Everything!

Please do not hesitate to send students out or write down names of students that are rude or disruptive and I will personally deal with them when I get back! Please rate all the class on a scale from 1-10. 1 being the worse class imaginable, 10 being the best.

*Stefanie Kuhr
209-769-0812
skuhr@muhsd.org*

Hello!

Thank you for subbing my class today! Outlined below are a few rules and class routines that need to be followed.

Rules:

1. All students are to sit in their assigned seats.
2. No eating or drinking is allowed in class besides water.
3. No student should have out an electronic device (cell phone, ipod, etc).
4. Students must be in their seats when the bell rings. You dismiss the class, not the bell.
5. All students who need to exit the class (to the restroom, nurse, etc) need to have their hall pass in their planner filled out prior to the teacher signing it. Remind the students that they only get three restroom passes a quarter.
6. The room must be neat and orderly before the students' departure.

Routines:

1. Students will come into class and complete their student learning log by coping down the daily objective and HOT question.
2. Follow the lesson plan assigned for the day.
3. At the end of the period, please make sure students fill out their exit slip on the student learning log.
4. Monday, Wednesday and Fridays please have 5th period stack their chairs.

I ask that at the end of the period that you rank the class on a scale of 1-10. 1 being the worst class imaginable and a rank of 10 would be equal to your most ideal class. My students know that they must earn at least an 8 with a substitute. Please leave a detail note addressing any issues that may have arose.

If you have any questions regarding the substitute plan that I left, please don't hesitate to call me at 209-769-0812 or email me at skuhr@muhsd.org. I hope you have an enjoyable day and thank you again for taking my class in my absence.

Stefanie Kuhr

Livingston High School

Substitute Teacher

Attention:

Date:

We are pleased to have you here at Livingston High School as one of our staff.

You are substituting for :

KUHR

Class Schedule:

REGULAR

<u>Period</u>	<u>Room</u>	<u>Subject</u>
1	600	INT AG BIOLOGY
2	600	INT AG BIOLOGY
3	600	INT AG BIOLOGY
4	600	INT AG BIOLOGY
5	600	FOOD SCIENCE
6	600	PREP

* Sustained Silent Reading first 18 mins. Of 3rd Period

Important Phone Numbers:

Main Office – 200 or *150 from Cricket phone

Principal's Office – 211

Attendance Office – 246 or *160 from Cricket phone

Associate Principal Bravo - 256

Associate Principal Masaniai-Robert - 213

Associate Principal Weimer - 238

If you are having behavior problems in your class please call one of the above numbers. Students are never to be left unattended. If an emergency arises or you need to step out for a few minutes call the main office - 200 or 211 for assistance.

To log on to the computer type lhssub for the user name and the password of Wolves01. Then use the username and password that was given to you for aeries

Substitutes must have a parking pass to park in the staff parking lot.

LIVINGSTON HIGH SCHOOL

BELL SCHEDULE

2014-2015

Regular Schedule (Mon., Tues., Thurs., Fri.)

Period 1 8:00 – 9:01
 Period 2 9:07 – 10:01
 Period 3 10:07 – 11:19 **Lunch**
 Period 4 11:25 – 12:19 11:19 – 11:50
 Period 4 11:56 – 12:50 12:19 – 12:50
 Period 5 12:56 – 1:50
 Period 6 1:56 – 2:50
 Buses Leave 3:00

Minimum Day Schedule

Period 1 8:00 – 8:32
 Period 2 8:38 – 9:10
 Period 3 9:16 – 10:06 **Lunch**
 Period 4 10:12 – 10:44 12:00 – 12:15
 Period 5 10:50 – 11:22
 Period 6 11:28 – 12:00
 Buses Leave 12:20

Collaboration (Wednesday)

Period 1 8:50 – 9:41
 Period 2 9:47 – 10:33
 Period 3 10:39 – 11:43 **Lunch**
 Period 4 11:49 – 12:35 11:43 – 12:14
 Period 4 12:20 – 1:06 12:35 – 1:06
 Period 5 1:12 – 1:58
 Period 6 2:04 – 2:50
 Buses Leave 3:00

Rally Schedule

RALLY 8:00-8:24
 Period 1 8:30 – 9:26
 Period 2 9:32 – 10:21
 Period 3 10:27 – 11:34 **Lunch**
 Period 4 11:40 – 12:29 11:34 – 12:05
 Period 4 12:11 – 1:00 12:29 – 1:00
 Period 5 1:06 – 1:55
 Period 6 2:01 – 2:50
 Buses Leave 3:00

ACTIVITY SCHEDULE

Period 1 8:00 – 8:55
 Period 2 9:01 – 9:49
 Activity 9:55 – 10:25 **Lunch**
 Period 3 10:31 – 11:37 11:37 – 12:08
 Period 4 11:43 – 12:31 12:31 – 1:02
 Period 4 12:14 – 1:02
 Period 5 1:08 – 1:56
 Period 6 2:02 – 2:50
 Buses Leave 3:00

MORNING ASSEMBLY

Period 1 8:00 – 8:55
 1/Assembly 9:01 – 9:41
 Assembly/ 2 9:41 – 10:21
 Period 3 10:27 – 11:34 **Lunch**
 Period 4 11:40 – 12:29 11:34 – 12:05
 Period 4 12:11 – 1:00 12:29 – 1:00
 Period 5 1:06 – 1:55
 Period 6 2:01 – 2:50
 Buses Leave 3:00

FINAL EXAM SCHEDULE

Period 1 & 4 8:00 – 9:20
 Period 2 & 5 9:26 – 10:40
 Period 3 & 6 10:46 – 12:00 **Lunch**
 Buses Leave 12:20 12:00 – 12:15

DON'T BE LATE!!!

Revised 09/14 AG

Teachers/Staff,

As a friendly reminder during **FIRE DRILLS**, please:

1. Exit your classroom with all of your students as soon as possible.
2. Walk toward the designated areas (SEE THE ATTACHED MAP).
3. Have your attendance book available.
4. Be accurate with your role taking.
5. Send a runner to tell an administrator information regarding your attendance.

Ex: Mrs. Jane Doe all students are present or Mrs. Jane Doe student....was absent.

Don't forget to leave your door unlocked and lights on.

FOUR STEP LOCK DOWN

- Acknowledge the lock down TONE and get as many students into your classroom as soon as possible
- Shut your classroom door then lock it and close any blinds and turn off the lights.
- Take a quick but accurate roll of the students you have in your class and email the attendance office (Lily or Noe) of the students you have.
- Wait for a high school administrator to give the all clear sign “The campus is all clear.”

Livingston High School Student and Staff SAFETY

What to do in case of a crisis...

Staff members who are certified in CPR training

- *Coaches
- *Campus Liaisons
- *Resource Officer

Stay Calm *
Don't be a hero ***
Don't Confront!!!**

Threats: Report to administrator any threat made by a student or adult.

Earthquakes: Stay indoors get away from windows. Do not get near heavy, stacked items that may fall. Protect your head.

Library: Get away from bookshelves. Protect your head.

Kitchen: Get out of the kitchen and into the cafeteria. Protect your head.

Outdoors: Stay away from buildings, trees, poles, and wires.

Civil Disturbance: Stay in a classroom. If you are outside, move quickly into the nearest room or drop and take cover. Staff members in charge should immediately lock and secure doors and windows. Teachers should take roll to verify who is present.

"LOCK DOWN" PROCEDURES

- > Check outside room, pull any students in
- > Lock all doors
- > Teachers take roll-account for "ALL" students
- > If on "prep" report to closest classroom
- > Do not use school phone system
- > E-mail student's status to Front Office
- > Do not allow students to leave the room for any reason!
- > Stay calm, wait for further instructions
- > Remain INSIDE until "ALL-CLEAR" announcement.

SUSPECTED WEAPON

Staff should quietly send a written message in an envelope, call or E-Mail to the principal's office.

Students should give information to an administrator, teacher or staff member. Get ALICE ready in case of an intruder.

IMPORTANT NUMBERS

EMERGENCY SERVICES

Emergency 9-911

Maria Fonseca 211 Ext.

Marisol Aguilar 200 Ext.

SCHOOL ADMINISTRATION

Mr. Calderon 212 Ext.

Mr. Weimer 238 Ext.

Mr. Bravo 256 Ext.

Mrs. Ballenger 213 Ext.

RESOURCE OFFICER

Resource Officer 259 Ext.

EMAILS

mfonseca@muhsd.org

maguilar2@muhsd.org

CRICKET PHONE

Main Office *150

Attendance Office *160

FIGHT

1. Call or send someone for help.
2. Give VERBAL commands to "Stop".
3. Staff should not physically try to break up the fight by themselves.
4. Maintain crowd control.

BOMB

If suspected a explosive device is found **DO NOT** touch it! (Some are rigged to go off on touch or lift.) Report to principal or any school administrator. School leadership will evaluate situation.

Open windows and doors to reduce damage in case of explosion.

ANONYMOUS TIP LINE

Help us keep our school safe report all illegal activities to **TIP411 (847411)** Include the school's keyword "Wolves" (963837)

EVACUATION

Under direction of a teacher or authorized personnel, leave the building by the closest exit. Stay together and go to the designated area. Teacher will take roll and make sure all students remain in the group.

FIRE

When the fire alarm sounds, evacuate the building using the fire drill procedures make sure to take your roll book and your door is unlocked and lights off.

Evacuation Map

FF

Program Completer

At Livingston High School, we have different pathways or programs; one of which is Agriculture. To receive acknowledgement for Livingston High School during graduation as a program completer one must complete the following:

- Have a weighted GPA of 2.0 GPA
- Completed the required upper division course work
- Advisor verification of career related activity in pathway
- Student's Action Plan
- Verification that corresponds to Action Plan

For examples, please review:

- Pathway Cord Application

2014-2015 Application: Pathway Cord for Graduation

Name (print): _____ ID#: _____

Applying for which pathway (You may only apply for one):

Health & Public Service Pathway

STEM Pathway

_____ Health/Medical

_____ Agriculture

_____ Public Service

_____ Engineering/Adv Manufacturing

Coursework (completed with a C or higher):

- Health: 2 of: AP Biology, Anatomy, Medical Occupations, Physics or Forensics
- Public Service: 2 of: AP Gov, AP US History, Forensics or Explorations in Pathways
- Agriculture: 2 of: Ag Leadership, Floral Design, Ag Welding/Shop, Ag Foods, Ag Wood
- Engineering/Advanced Manufacturing: 2 of: AP Calculus, Physics, Robotics, Drafting, Auto

10th-12th total weighted GPA (over 2.0): _____

Counselor signature verifying courses/GPA: _____

Event/Field Trips/Community Service:

- Students need to have attended a career focused event or career focused community service during their senior year. This could include (but is not limited to) the trip to the Police Academy, the Health Conference at UC Merced, Police Explorers, being an FFA officer, attending Ag career related trip (not social events). The event/activity can not be something that was a graded class assignment. Please list below:

Pathway teacher verification of activities/events: _____

(Pathway teacher signatures: Health- Mrs. Mouillesseaux, Public Service- Mr. Halpin,
Agriculture- Mrs. Kuhr, Engineering/Advanced Manufacturing- Mr. Lacey or Mrs. Valdez)

Action Plan:

- Please attach your Action Plan
- Please attach your backup information for you post high school plans- Acceptance letter/class schedule/proof of counseling appointment at Merced College/College ID.

Please turn in: 1) This sheet 2) Action Plan 3) Post High School plan backup proof

FOR ADMINISTRATIVE USE:

____ Approved ____ Denied: reason _____ Signature: _____

*Application is due to Mrs. Velasco by Friday, May 1

GG
2+2 Agreement

The Merced Union High School District currently has ~~one~~ course articulated with Merced Community College that is taught at Livingston High School. The course that Livingston High School offers is Agriculture Leadership and attached is the agreement and the requirements for meeting the requirements and obtaining the college credits

Attached:

- Agriculture Leadership Articulation Agreement

Merced College
2+2 ARTICULATION AGREEMENT

Date of Initial Approval: October 30, 2012

Recertification Date: December 10, 2014

Merced
College
Course

AGBS 30: Agriculture Leadership
Merced College
3600 M Street
Merced, CA 95348

Secondary Ag Leadership and
Course: Technology

School: Merced Union High School District
Address: 3430 A St, Atwater, CA 95301

A. COLLEGE COURSE DESCRIPTION

This course presents leadership theory as well as self-management, communication, and interpersonal skills necessary in developing managerial abilities and leadership qualities, while facilitating teamwork within the agricultural industry. Included are group dynamics and human interactions associated with private, governmental, and non-profit agricultural enterprises. Practical experience will be gained through participation in a number of parliamentary, facilitative, and administrative activities with varying degrees of diversity between semesters.

B. COLLEGE UNITS: 2 units

SECONDARY HOURS/CREDITS: 180 hours – 10 CREDITS

C. PREREQUISITES: None

D. REQUIRED CONTENT FOR ARTICULATION

1. Developing Personal Leadership Qualities

a) Leadership

- i. Traits of Effective leaders
- ii. Styles of leadership
- iii. Common misconceptions about leaders
- iv. Role models

b) The Self-Concept

- i. Developing standards of personal dress
- ii. Developing a sense of vision
- iii. Developing self-discipline and goals
- iv. Taking risks
- v. Time management

c) Social Behavior

- i. Cultural differences
- ii. Socioeconomic differences
- iii. Etiquette
- iv. Ethics

d) Career Preparation

- i. Survey of Careers
- ii. Cover letter
- iii. Resume
- iv. Interviewing skills
- v. Networking

e) Becoming a Better Student

- i. Goal Setting
- ii. Study Skills
- iii. Test taking tips
- iv. Educational study plan

D. REQUIRED CONTENT FOR ARTICULATION - continued

2. Growing Interpersonal Relationships
 - a) Communication
 - i. Effective one-on-one communication
 - ii. Group discussion
 - iii. Non-verbal communication
 - b) Developing People Skills
 - i. Introductions and quality conversations
 - ii. Personal assessments
 - iii. Conflict resolution
 - iv. Listening skills
 - v. Service to others
3. Nurturing Group Leadership
 - a) Parliamentary Procedure
 - i. Requirements for effective meetings
 - ii. Qualities of a good chairperson
 - iii. Types of motions and their functions
 - iv. The Brown Act
 - b) Public Speaking
 - i. Characteristics of a good public speaker
 - ii. Presenting and preparing a speech
 - a. Prepared
 - b. Extemporaneous
 - c. Group Discussion
4. Leadership Development Activities
 - a) Blue Devil Aggie Activities
 - b) Sectional, Regional, and State FFA events
 - c) Agriculture Division events
 - d) Farm Bureau events
 - e) Agriculture and Natural Resources Organization of Student Leaders activities

E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION: The student will be able to verbally or in writing:

1. Examine the qualities of effective leaders and different leadership styles
2. Analyze the characteristics of a good public speaker and deliver an effective oral presentation
3. Examine the effective use of parliamentary procedure and how to properly run a meeting.
4. Prioritize activities
5. Understand the importance of vision, having a positive attitude, and goal accomplishment
6. Participate in recruitment and promotional activities within the agriculture division
7. Analyze the relationship between thinking, success, and happiness
8. Evaluate and demonstrate good listening skills and effective verbal and nonverbal communication
9. Plan, organize, and implement various leadership events

F. METHODS FOR END-OF-COURSE ASSESSMENT:

1. The Credit by Exam will be facilitated and proctored by high school teachers.
2. The Credit by Exam will be given at: High School agriculture business classrooms
3. The Credit by Exam will include: (mark those that apply) and describe related details.

Portfolio: XXX

Description: See attached Credit by Exam
Scoring Guide for AGBS 30:
Agricultural Leadership

The high school teacher will have students complete all required assignments and complete the grading record form (Complete Student Score and Teacher Initials).

The high school teacher will provide the following assignments as a sample of the portfolio contents:

- 1) Section III – Leadership Development Activity – Summary paper as described
- 2) Section IV – Leadership Activity/and or Community Participation Involvement Activity forms as described
- 3) Section V – Networking Document as described

The final grade for the college course will be determined by: All assignments on the Credit by Exam Scoring Guide for AGBS 30. High School Teacher submits all required assignments above and the Credit by Exam Scoring Guide with all information completed, including grade.

G. PRECEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:

1. Students who are in progress of completing the high school course with a B or better are eligible to take the Credit by Exam.
2. The final college grade will be the grade the student obtains on the Credit by Exam
3. Student fees for Credit by Exam is: \$50.00
4. Student paperwork and process must be followed in accordance with *Merced College Instructions for Petition for Credit by Exam for 2+2 Articulation*
5. Upon completion of the Credit by Exam, official credit and grade is awarded when the college instructor finalizes the enrollment and paperwork process through Admissions and Records.

H. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):

No requirements

Agreement was based on Statewide Career Pathways Project Template: No

**THIS AGREEMENT WILL BE REVIEWED ANNUALLY AND WILL REMAIN IN EFFECT UNTIL
CANCELLED BY EITHER PARTY GIVING 30 DAYS' WRITTEN**

HIGH SCHOOL/ROP/DISTRICT APPROVALS

MERCED COLLEGE APPROVALS

See Below		12-10-14
Instructor Signature	Date	Instructor Signature Date
	12-10-14	Kim Donaher
High School Administrator (Dina Faretta)	Date	Instructor's Name (printed)
		Date
District Asst. Superintendent/Ed Services (Tammie Calzadillas)	Date	Dean of Instruction's Signature
		Articulation Officer's Signature Date

SECONDARY INSTRUCTOR PARTICIPATION

Instructor Signature/Date	Instructor Name(print)	High School Location:
12/11/14	Valerie Von Allman	Buhach Colony High School
12/11/14	Natalie Borba	Atwater High School
12/10/14	Steve Mua	Merced High School
12/10/14	Vicki Davis	Golden Valley High School
12/10/14	Kaylyn Schiber	Livingston High School
12/10/14	Celia Casso	El Capitan High School

Agreement Tracking # _____
(Office use only)

AG Leadership & Technology

Merced College with Livingston High School

Livingston High Course

Ag Leadership & Technology

Merced College Course

AGBS 30: Agriculture Leadership

***2 Units of College Credit**

*By taking advantage of the Credit by
Exam
opportunity, you can save \$260.*

Associated Fees	Merced College	CSU Average	ACE Course
Book	\$120	\$150	\$0
Tuition	\$138 (\$46/unit)	\$1731 (0-6 units)	\$0
Transcripts	\$5	\$4	\$0
Parking Permit	\$20	\$67	\$0
Student Body	\$10	\$46	\$0
Health Fee	\$17	\$133	\$0
ACE	\$0	\$0	\$50
<i>Total:</i>	<i>\$310</i>	<i>\$2131</i>	<i>\$50</i>

Merced College Teacher
Kim Donaher

Livingston High Teacher
Kaylyn Schiber

MUHSD
Merced Union High School District

Castle Commerce Center, 3430 A Street, Atwater, California 95301
Mailing: PO Box 2147, Merced, California 95344
www.muhsd.k12.ca.us 209-385-6400 (Fax 209-385-6442)

Superintendent
V. Scott Scambray, Ed.D.

Assistant Superintendents
Tammie Calzadillas, Ed.D.
Leonard C. Kahn
Stacy McAfee

Board of Trustees
Dora Crane
Dave Honey
Ida M. Johnson
William Snyder
Sam Spangler

2014-2015 School Year

Congratulations, your student is enrolled in an articulated course. An articulated course gives the student an opportunity to earn college units. What this means is the course work your student is doing in their high school class is the same as what they would be doing in the comparable Merced College course.

He/she will receive units through Merced College by taking an articulated credit exam (ACE), which is an end of course assessment, this is completed in May. The cost to take advantage of this opportunity is \$50.00 and can be paid to your student's High School's bookkeeper's office. Please have your student keep the receipt and show it as verification to participate. Taking the course at Merced College would cost approximately \$310 and even more at a university (see table below)

If you have any further questions, please feel free to contact our Career Technical Coordinator, Dina Faretta at 209-385-8998 or dfaretta@muhsd.org or Michele Fagundes, Merced College in Collaboration with MCOE – CTE Articulation: mfagund@mcoe.org. You can also find information on our website, www.muhsd.org – CTE Department.

Thank you.

Associated Fees	Merced College	CSU/UC Average	ACE Course
Book	\$120	\$150	\$0
Tuition	\$138 (\$46/unit)	\$1731 (0-6 units)	\$0
Transcripts	\$5	\$4	\$0
Parking Permit	\$20	\$67	\$0
Student Body	\$10	\$46	\$0
Health Fee	\$17	\$133	\$0
ACE	\$0	\$0	\$50
Total:	\$310	\$2131	\$50

2+2 COLLEGE CREDIT BY EXAM

AG COMMUNICATIONS IS ELIGIBLE FOR MERCED COLLEGE CREDIT 2+2 COLLEGE CREDIT BY EXAM

WHAT IS 2+2 COLLEGE CREDIT BY EXAM?

You can earn college credit for this ROP class while you are taking it now. 2+2 is the term used for approved classes that provide both high school credit and college credit at Merced College.

WHAT ARE THE ADVANTAGES TO 2+2 COLLEGE CREDIT BY EXAM?

- If you receive credit for this class as a 2+2 you will not have to take it in college. This means you will have a head start on your college units.
- You are learning from your ROP instructor who knows how to coach you to pass the college credit by exam.
- When you pass the exam you immediately receive the college credit, and generate a transcript from Merced College that you can take to any postsecondary institution you attend. You do not even have to attend Merced College to take this credit with you.
- You are assisted with the testing process by your ROP teacher and not inconvenienced by having to go to the college to complete all the forms and sign up for the test on your own.
- You save the hours of "seat time" it would require to actually take the class.
- This class is transferrable.

WHO CAN OBTAIN THE 2+2 COLLEGE CREDIT?

Any student enrolled in this class who completes the course with the required grade and passes the 2+2 College Credit by Exam.

WHICH COLLEGE COURSE ARE YOU ABLE TO RECEIVE CREDIT?

This course articulates to the following Merced College Course:

Course Name and Number	Units
AGBS 30 – Ag Leadership	2

HOW DO I OBTAIN THIS 2+2 COLLEGE CREDIT?

- In the progress of completing your ROP course with the required grade of a "B" or better.
- With your ROP Instructor's assistance, complete the requirements for the AGBS 30 portfolio.
- Complete the Merced College paperwork as provided by your ROP Instructor.
- Complete your payment of \$50.00
- Upon completion of the exam, request a transcript, which will record your college credit.

It's as easy as that! 2+2 – it all adds up!

Credit by Exam Scoring Guide AGBS 30: Agricultural Leadership–2 units

Student Name _____

High School _____ Date Submitted _____

	Pts Possible	Student Score	Teacher Initials
I. Speaking Requirements: Must be related to a current issue facing agriculture. Address the topic issues/problem, pros and cons, and solutions to the topic. Must provide a documented list of resources written in MLA style. Time: _____ (must be 6-8 minutes) Topic: _____ Date completed: _____ Circle one of the following below student completed: Prepared Speech (6-8 min) or Extemp. Speech (4-6 min), or Discussion Meet or Ag Issues (30 min)	20		
II. Parliamentary Procedure Demonstrate knowledge of the following: 1. Demonstrate knowledge of Order of Business and Decorum 2. Demonstrate the 8 steps of making and handling a main motion 3. Debate a point of view 4. Demonstrate a minimum of 2 other subsidiary/privileged/incidental motions used in "Roberts Rules of order". Additional Motions Demonstrated: _____ Date Completed: _____	20		
III. Leadership Development Activity A related project that addresses the following topics & is assessed with a minimum two-page summary: • What is a leader? • Traits of an effective leader • Common Misconceptions of a leader • Styles of Leadership (minimum of 4 styles) • Self-evaluate and identify yourself with a leadership style to include a list your strengths/weakness. Date Completed: _____ (Summary paper required to be given to college instructor)	20		
IV. Leadership Activity and/or Community Participation Involvement • Must have a minimum of 20 hours while serving as an FFA member • Examples: Serve as a Committee Chairman/Co-Chairman, Committee member, Recruitment, Hosting contests or conferences, Presenting at a leadership conference • Must submit to instructor a "How to Activity Report Timeline/Guideline" form (Activity forms confirming 20 hours must be given to college instructor)	20		
V. Networking Developing partnerships within the community promoting public relations for your FFA Chapter/Ag Program by one of the following activities. • Attending a Professional Ag. Leadership Meeting (Farm Bureau, CWA, etc). • Meet and greet a local politician regarding an Agriculture Issue(s) and interview. • Document an Agriculture Related Networking relationship/communication: written, oral, internet. Required to provide the following information in a written, typed document (Completed Document must be given to college instructor) 1. Date of the event. 2. Who you networked with: (name of contact, address, phone, email). 3. What were the mutual benefits of this contact. 4. Summarize interaction to include, if applicable, a meeting agenda or a signed authorized documented letter of our connection with this organization or person.	20		
* Must complete all 5 categories and turn in the required documentation noted in areas III, IV, and V and score a minimum of 80 out of 100 points to receive credit by exam		Total Points	Final Grade
Grading Scale: A= 90-100 and B= 80-89 Points	Total Points Allocated	100	

High School Instructor Name (Print) _____

High School Instructor Signature _____

Merced College Teacher Name (Print) _____ Instructor Signature _____

HH

Reimbursement Process

To be reimbursed for personal expenses while participating in FFA, SAE or professional development activities and individual first needs to fill out the requisition form and payment authorization form. These forms then need to be submitted to the department chair who reviews and then authorizes them. The forms are then turned into the bookkeeper. Once a final receipt is turned then the reimbursement will be granted.

Attached:

- Requisition Form
- Payment Authorization Form

(Request for Purchase Order)

Address: _____
Street City State Zip Phone

[illegible]

Bookkeeper _____ Grand Total _____
Signature _____

- 1) Complete form and get all required signatures.
- 2) Turn in to bookkeeper.
- 3) Purchase Order will be issued if requested.

Purchase Order #

MUHSD
Merced Union High School District

Employee Name: _____
Purchase Order # _____
Event: _____

Itemization of Out of Pocket Expenses

Meal Reimbursement Allowance -

Without an original or itemized receipt:		With an original itemized receipt:
Breakfast:	\$ 5.00	\$ 5.00
Lunch:	\$ 7.00	\$ 9.00
Dinner:	\$ 14.00	\$ 16.00
Daily Allowance:	\$ 26.00	\$ 30.00

MEALS
DATE

BREAKFAST

LUNCH

DINNER

DAILY
TOTAL

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

TOTAL MEALS:

LODGING: *Receipt must be itemized and indicate a zero balance*

MILEAGE: _____ Miles @ .565 effective 1/1/2013 = _____

REGISTRATION: _____

MISCELLANEOUS: (Parking, Taxi, Toll, Rental Car etc. Receipts Required)

**Original itemized receipt required*

TOTAL OUT OF POCKET EXPENSE: _____