Masters of Agricultural Education
AGED 539
Teacher Internship Report

Anthony B. Drumonde
Livingston High School
Spring 2019
Quality Criteria

Livingston High School
Agriculture Department
Quality Criteria 1-Curriculum and Instruction

The Livingston High School Agriculture Department meets the quality criteria 1 through a variety of methods such as agriculture education core curriculum, technology, instructional strategies, hands-on learning experiences and student's projects.

Quality Criteria 1A:

The Curriculum includes the components required under Section 5454 of the Education Code: organized classes, in the study of agriculture science and technology; student supervised agriculture experiences, and a program of leadership, organization and personal growth.

Livingston High School Agriculture Department meets this criterion by incorporating core curriculum into the existing curriculum.

The Livingston High School Agriculture department currently employs three department members. Every student enrolled in an agriculture class is automatically a member of the Livingston FFA Chapter and FFA State Association. Currently (2018-2019) we have 393 students registered on our R-2 roster. Our department also has a participation requirement when it comes to FFA leadership activities, SAE and record keeping as well as Community Services. All students enrolled in an agriculture class are required to participate in at least three leadership activities per semester and have an active SAE project complete with an FFA record book. The projects are documented in the student's FFA record book through AET. These requirements are explained in every Ag class and on each of the syllabi. These requirements, three FFA activities per semester and an active SAE project, accounts for 10% of each Ag students overall grade.

Currently in our department we offer the following list of courses for our students:

- Agriculture Biology
- Agriculture Business Management
- Agriculture Communications (New for the 2019-2020 school year)
- Agriculture Earth Science
- Agriculture Economics and Government (New for the 2019-2020 school year)
- Agriculture Leadership
- Agriculture Sales and Marketing (New for the 2019-2020 school year)
- Agriculture Soil Chemistry (New for the 2019-2020 school year)
- Animal Anatomy and Physiology (New for the 2019-2020 school year)
- Environmental Horticulture
- Explorations in Agriculture
• Floral 1
• Floral 2
• Food Science
• Veterinary Science

The Livingston High school Agriculture Department is built on the three ring model of Agriculture Education. Each class consists of classroom instruction, FFA, and Supervised Agriculture Experience. These courses require students to be take ownership of their learning and be engaged. Students enrolled in these courses must complete 3 FFA activities per semester, have an active SAE project and maintain records for their project. The advisors of Livingston FFA also encourage students to get involved with Leadership Development Events, Career Development Events, and Proficiency's.

For example please see the following: Appendix C

Quality Criteria 1B:

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

The 1B quality criterion is met through the Livingston High School Agriculture Career Pathway Plan. It includes most of the agriculture clusters of Agriscience, Animal Science, Agricultural Business, and Ornamental Horticulture.

Students of the Livingston High School Agriculture Department are exposed to agriculture careers available in their pathway. They are exposed to these careers in every course of each pathway.

The agriculture teachers of the Livingston High School Agriculture Department have aligned all courses to the Foundation and Pathway Standards for the Agriculture and Natural Resource Industry Sector.

For example please see the following: Appendix C, and Appendix R
**Quality Criteria 1C:**

Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan.

The career pathways have been identified and discussed with the Ag teachers, site administration, district administration, and the advisory committee.

*For example please see the following: Appendix R*

**Quality Criteria 1D:**

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

Livingston High School currently has a list of all agriculture courses for a pathway. This list also provides a short summary of each course. The Agriculture Career Pathway list is provided to all three counselors so that they may best advise students on the proper order of agriculture courses so they can complete their agriculture pathway. The master schedule includes the list of classes available for each grade level so students can choose a course that follows their designated agriculture pathway. The different agriculture pathways can be viewed on the Livingston High School and Livingston FFA website.

**Quality Criteria 1E:**

Agriculture Career Awareness information is included in every course.

Each agriculture class offered at Livingston High School has a career unit incorporated into the curriculum. Careers are covered at the beginning or end of the school year, based on the instructor’s preference.

In our agriculture classes we bridge the gap between instruction and careers through career research projects, guest speakers, and field trips. For example this past year a farmer and Veterinarian came to speak to my class about careers in product agriculture and animal health. We also took students Filoli Garden in Woodside, CA and the World Ag Expo in Tulare, CA. These trips allowed students to be exposed to careers and opportunities available to them within the agriculture industry. Developing career awareness helps lay a solid foundation for students to be skilled and knowledgeable workers that can be hired once graduated.
For example please see the following: Appendix C

Quality Criteria 1F:

The agriculture department utilizes computer hardware and software as an instructional tool.

The Merced Union High School District is a one-to-one school by issuing all students their own Chromebook. We have a compilation of resources that include many software and hardware programs for improving the quality for our agriculture courses. Students have access to more interactive and engaging material when the learning is in a blended environment. The equipment and material are used in the agriculture class help give students the hands on experience and prepares them for the use of technology in careers.

Quality Criteria 1G:

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

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

Computerized record rooks (AET) are utilized by ever student enrolled in an agriculture course. As part of their grade students are responsible for maintaining an up-to-date record book. Students start using AET at the beginning of the school year to ensure they completely understand the use of record books and all the AET has to offer.

Agriculture term papers are built into Ag Leadership and Veterinary Science. Students in Ag Leadership must complete a research paper on an agriculture related topic. In Veterinary science students must write an extensive paper on biosecurity of an animal facility.
Job resumes and cover letters are part of all capstone courses. Students in Agriculture Business Management, Veterinary Science, Floral 1, Floral 2, Food Science, and Ag Earth Science must develop a resume and cover letter. In addition students who participate in the Job Interview contest create resumes and cover letters.

Agriculture/FFA speeches are written within the Livingston High School Agriculture Department while utilizing computers. Students who are running for office write campaign speeches. In addition computer based instruction is also utilized for the development and maintenance of our chapter website and newsletters.

**Quality Criteria 1H:**

Recordkeeping is taught in all agriculture classes. Every student maintains and completes either an actual SAE Project or a set of mock problems. All students are required to document their SAE project in electronic form along with pictures of them working on their SAE.

The AET is implemented in each Agriculture course at Livingston High School. Each student will learn the proper methods for keeping records, complete practice situations, and develop their own record book. If the student does not have an actual SAE, then their record book will contain sample situations for their personal records. All students must maintain and keep their calendar, FFA activities, and journals up to date.

*For example please see the following: Appendix A, Appendix B, and Appendix C*

**Quality Criteria 1I:**

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

Since the record books are now online, all records are kept in one spot and maintained through AET. By keeping our roster up to date we are able to maintain all students' records.

*For example please see the following: Appendix A and Appendix B*
Quality Criteria 1J:

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

Courses at Livingston High School meet graduation requirements as either a core class or an elective credit. Explorations in Agriculture, Ag Business Management, Ag Sales and Marketing, Ag Leadership, Food Science, and Floral 2 count as elective requirement. Ag Communications, Ag Economics and Government, Animal Anatomy and Physiology, Veterinary Science, Ag Biology, Ag Earth, Ag Soil Chemistry, Floral 1, and Environmental Horticulture meet an a-g requirement. Ag Leadership, Veterinary Science, Floral 1, and Environmental Horticulture are articulated courses.

For example please see the following: Appendix C and Appendix GG
Quality Criteria 2-Leadership and Citizenship Development

The Livingston High School Agriculture Department has constantly pushed to improve the leadership and citizenship of the FFA members in its chapter. Students in the program are required to participate in three FFA activities each semester; this adds up to six activities per year. Their involvement reflects in 5% of their grade in each of our agriculture courses. We highly encourage students to participate in local, section, region, and state contest to improve their leadership skills. There are numerous opportunities that they Livingston FFA chapter offers per year for members to assist in community service activities.Annually the chapter participates in a back to school drive, sock drive, Farm2U, toiletries for the homeless, sweet potato festival, and autism day. It is our goal at Livingston High School to create leaders out of agriculture students through courses and FFA leadership activities.

Quality Criteria 2A:

An FFA chapter has been chartered by the State Association or has been applied for.

Livingston FFA is chapter number CA0135, which is part of the California FFA Association and National FFA Organization. The charter was received in April of 1936. The Livingston High School Agriculture Department is Located in the Merced Union High School District in Livingston, CA.

For example please see the following: Appendix V

Quality Criteria 2B:

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

The Livingston FFA Program of Work is developed each year with information for students, administration, and community members about our Agriculture Program. It covers information regarding fair projects, program goals, and Agricultural education. A copy is furnished to the regional supervisor by December 15th.

Thus far, Livingston has been very successful with the Program of Work and won the 2017-2018 State Champion title. Each year the Program of Work is improved upon to achieve success in the state contest.
For example please see the following: Appendix V

Quality Criteria 2C:

Every student is given a grade based upon participating in leadership activities.

All Livingston High School Agriculture students are held accountable for participating in three FFA leadership activities a semester for 5 percent of their grade. Activity credit can be counted in multiple classes, so students are not overwhelmed and want to be a part of each class the agriculture department has to offer.

The FFA advisor and Chapter Secretary maintain a record of FFA activities for the chapter. This record is on a google spreadsheet that all teachers have access to. At activities students must sign in. In the future we are looking to utilize the AET scanning ID cards to check students into events.

For example please see the following: Appendix C

Quality Criteria 2D:

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

All students that are enrolled in the Livingston High School Agriculture Program are also entered on the R2 as FFA members. Dues are paid for every student enrolled in an agriculture course. Students who are enrolled in an agriculture course are added to the R2 at that time. Students who are enrolled in an agriculture course are enrolled in the California State FFA Association and the National FFA. Students enter their information by using Calaged. They are able to update their information online from previous years and enter the class they are enrolled in. Teachers then approve them to the roster and remove students who are no longer in the program. Currently there are 393 students in the chapter.

For example please see the following: Appendix V
Quality Criteria 2E:

Based on previous year's records, the department participated in a minimum of 12 activities listed on the FFA activities check sheet.

The Livingston High Agriculture Department offers a variety of activities for their members throughout the year. This is provided through a calendar of events at the beginning of the year.

For example please see the following: Appendix T

Quality Criteria 2F:

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

Activities include any of the three following intracurricular activities:

- Local Creed Speaking Contest
- Local Opening and Closing Contest
- Local Marketing Contest
- Local Job Interview Contest
- Local Program of Work Committee(s)
- Chapter Meeting or Activity
- Any Section, Region, or State Activity
- Other Local Activities

Students are required to participate in 8 local FFA activities annually based on 10% of their agriculture grade for the year.

For example please see the following: Appendix T
Quality Criteria 3- Practical Application of Occupational Skills

This criterion discusses how practical application of occupational skills is accomplished through classroom simulation of worksite experiences, community based learning, or entrepreneurship. Many students in our program chose to raise an animal or work experience for their project. Animal projects include goats, sheep, swine, rabbits, poultry, and beef cattle. On our school farm we have housing for goats, sheep, swine, rabbits, and poultry. As far as cattle are concerned, students must have their own area to house these projects. We have started to expand our floriculture and horticulture SAE by allowing students to work in our floral shop and greenhouse.

Quality Criteria 3A:

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

Every student of the Livingston High School FFA program is required to develop a type of SAE project to enter into their record book. If a student does not have a SAE, then the advisor will help students find a SAE that suits their interest. If all options are exhausted then the advisor provides the student with a simulated example to use until their SAE is developed. We have facilities on campus to house a variety of animal projects. In addition there are local loan programs to help students start their project. Our horticulture and floriculture projects are up and running to provide students additional opportunities for SAE projects.

For example please see the following: Appendix B, Appendix C, Appendix G, and Appendix R

Quality Criteria 3B:

First year students have either been engaged in a SAE project(s) or have plan in place for a SAE, as verified by student data career plan.

The Livingston Agriculture Department uses Calaged to have students be added to the roster. The students are required to keep their record on AET.

For example please see the following: Appendix B, Appendix C, and Appendix R
**Quality Criteria 3C:**

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

This criterion is partially met in the Livingston FFA program, but is in progress of achieving the standard. SAE projects for other students are not met due to the lack of opportunities for our students. The Livingston High School Agriculture Department and administration are working diligently to expand our school farm to house more animal projects. In addition we are working to update our facilities to provide students the opportunity for horticulture projects. These facilities will provide students with the opportunity to maintain an active SAE project on campus, as many of our students do not have the availability or supplies to house their SAE at home. We are also working on establishing Agriscience SAE’s in our science courses. This opportunity will help students who want to conduct an experiment or find out more on an agriculture topic.

**For example please see the following: Appendix B, and Appendix C**

**Quality Criteria 3D:**

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

The Livingston Agriculture Department has a specific form for all SAE projects that are completed when the agriculture teacher visits a student's project. Each agriculture instructor is responsible for visiting their student's project at least once a semester, based on the duration of the project.

The on campus school farm houses many students' projects. This gives students who would not have the chance to develop an SAE project an opportunity to branch out. The agriculture teachers have tons of opportunities to visit with these students based on the convenience of having the farm on the school campus. Below is a list of the agriculture teacher responsible for each type of project.

- Anthony Drumonde: Goats, Rabbits, Poultry, Dairy Cattle, and Placement
- Monica Alcala Larson: Sheep and Horticulture
- Danielle Budde: Beef Cattle, Swine, and Floriculture

**For example please see the following: Appendix E**
Quality Criteria 3E:

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

The Livingston Agriculture Department has two department trucks and one department suburban that are available for use at any time. If any additional vehicles are needed our department can check them out through the Student Body Office.
Quality Criteria 4-Qualified and Competent Personnel

All agriculture instructors at Livingston High School are fully credentialed agriculture instructors. Two of the three teachers are currently pursuing a Master's degree in Agriculture Education. Each teacher is instructing in his/her areas of specialization. This guarantees competency in the subject matter presented to agriculture students. The agriculture instructors regularly attend professional development sessions and in-services to enhance their prior knowledge and update their instructional information.

Quality Criteria 4A:

Each agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the comprehensive program plan.

All agriculture teachers at Livingston High School are appropriately credentialed for the courses that they instruct. Each instructor has his or her agriculture specialist credential in addition to a single subject credential in Agriculture. Danielle Budde and I are both labeled as preliminary since we have not yet completed the Induction program, which has taken place of BTSA in Merced County. Teacher data sheets are up to date for all instructors, which includes the credentials appropriate for the courses taught.

For example please see the following: Appendix S

Quality Criteria 4B:

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

Each agriculture teacher attends a minimum of four professional development activities within Livingston High School, Merced Union High School District, or CATA. The Livingston agriculture instructors attend the CATA conference each year and take the "skills" courses related to their own knowledge and information on the subjects. The agriculture instructors also attend educational development sessions offered through Livingston High School and Merced Union High School District.

For example please see the following: Appendix U
Quality Criteria 4C:

The agriculture staff meets a minimum of twice a month.

The Livingston High School Agriculture instructors meet weekly to discuss upcoming events, future decisions within the department, and any reflection on events past.

For example please see the following: Appendix BB

Quality Criteria 4D:

A written record of minutes is kept of action taken during agricultural staff meeting and is kept in Department files or the comprehensive program plan.

Livingston High School Agriculture Department members meet weekly to discuss upcoming events, concerns, teaching strategies, and reflections on past events/activities. These minutes are kept in a google file which is shared with all department members and administration.

As department chair, I keep record off all staff meetings, including scheduling, vehicle request, and planning needs for upcoming events. All copies of minutes are included in the Comprehensive Program Plan.

For example please see the following: Appendix BB

Quality Criteria 4E:

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

Livingston High School agriculture instructors are reimbursed for personal expenses incurred while participating in FFA/SAE activities. Each instructor is reimbursed fully for participating in the CATA roadshow, CATAT regional meetings, and CATA summer conference or any other professional development attended.

As department head, I submit reimbursements on the teacher’s behalf as I handle all department paperwork associated with all accounts.

For example please see the following: Appendix FF
Quality Criteria 5-Facilities, Equipment and Material

At Livingston High School, we have a small section on the campus that has been designated for the school farm. This space includes a small animal unit, a swine unit, and a sheep and goat facility. The Facilities at Livingston have been maintained and updated as necessary.

**Quality Criteria 5A:**

Modifications of facilities and equipment have occurred when necessary, based on the needs of the students, including special populations.

In the last two years, we have made modifications to the facilities as needed. We currently have three agriculture science classrooms. We have updated classrooms to fit the needs of our students. Our Floral class has been updated to represent floral shop atmosphere. In addition our school farm facilities have been updated. We have updated the cooling unit and roof on our rabbit facility. This has allowed our students to house their rabbits at school all year long. Our school greenhouse was also remodeled. This modification has allowed us to house more plants and allowed our students to work in a greenhouse that is up to industry standards.

The Livingston campus is continually being added to as the school and agriculture department continues to grow. Administration is consistently working the Ag department to ensure the department needs are met to provide a great learning environment for all students.

**Quality Criteria 5B:**

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

There is adequate storage for all materials, records, equipment, and supplies. Each classroom is equipped with cabinets and portable storage units. We have a room that is used for Food Science and Floral supply storage. We have a two storage closets for FFA and Veterinary science supply storage. On our school farm we have two sea trains that are used to store fair and show supplies. We also have a portable storage unit on our school farm that is used for horticulture supplies storage.
Quality Criteria 5C:

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

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

Livingston High School currently has a functioning school farm laboratory, greenhouse, and growing area. Our school does not offer agriculture mechanics curses at this time, so unfortunately we do not have an agriculture shop for students to conduct and store their SAE projects in. It is our department's goal to eventual have an agriculture shop.

Quality Criteria 5D:

The agriculture department has e-mail capabilities.

All of the teachers at Livingston High School are provided email when their contracts are signed through the school district.

Anthony Drumonde: adrumonde@muhsd.org
Danielle Budde: dbudde@muhsd.org
Monica Alcala-Larson: malcala@muhsd.org

Quality Criteria 5E:

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

All areas of the Livingston High School agriculture facilities are neat and clean. We have Farm Clean up Days once a quarter. Students who house their projects at our school farm are required to complete three hours of farm clean up.

As a department, we work to keep our areas clean. We work together to endure the farm, prep room, and other shared areas are clean so it is accessible to others.
**Quality Criteria 5F:**

Facilities and equipment are regularly maintained, repaired, and replaced.

Facilities and equipment are maintained to the best of our abilities. This fall we had the Weights and Measures from Merced County out to service our livestock scales. This past winter the electricity in our swine barn wasn't working and it was immediately fixed. When we need a repair and replacement on campus we put in a work order with the administrative secretary and the district quickly fixes the problem.
Quality Criteria 6- Community, Business, and Industry Involvement

Our agriculture advisory committee is made up of representatives from each career pathway, administrators from our campus, community members, and local businesses. 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 three times a year with sub-committees meeting as necessary. The meetings follow 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 Advisory Committee is operational and reflects the committee membership as outlined in the “Agriculture Education Advisory Committee Manual.”

The Livingston advisory committee is made up of community supporters with a passion for agriculture. The committee is imperative to keep the agriculture department current in the agricultural industry and provide students with skills for their future careers.

The advisory committee members include:

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<thead>
<tr>
<th>Member</th>
<th>Occupation</th>
<th>Pathway</th>
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<tbody>
<tr>
<td>Alyssa Melo</td>
<td>Foster Farms Human Resources</td>
<td>Agri-Business</td>
</tr>
<tr>
<td>Amy Martinez</td>
<td>Special Education Teacher</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Ana Parada</td>
<td>Customer Service Representative, HM Clause</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Bernardo Garcia</td>
<td>Farming Operations Manager</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Brandon Friesen</td>
<td>Business Owner</td>
<td>Agri-Business</td>
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<tr>
<td>Bunny Becker</td>
<td>Wholesale Sales Liaison</td>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Daniel Drumonde</td>
<td>Pest Control Advisor</td>
<td>Agriscience</td>
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<tr>
<td>Dennis Brusenski</td>
<td>Farmer</td>
<td>Plant Science</td>
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<tr>
<td>Gabriel Maldonado</td>
<td>Costco Sales</td>
<td>Agri-Business</td>
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<tr>
<td>Garrett Pedretti</td>
<td>Merced County Executive Director</td>
<td>Animal Science</td>
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<tr>
<td>John Mendes</td>
<td>Agriculture Instructor</td>
<td>Animal Science</td>
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<td>Kody Stevens</td>
<td>Hilmar Cheese Communication Specialist</td>
<td>Agriscience</td>
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<tr>
<td>Maria Canchola</td>
<td>Agricultural Biologist</td>
<td>Agriscience</td>
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<tr>
<td>Megan Schwall</td>
<td>Inventory Clerk</td>
<td>Agri-Business</td>
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<td>Miguel Del Toro</td>
<td>JS West Sales</td>
<td>Animal Science</td>
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<tr>
<td>Mirna Alcala</td>
<td>Export and Domestic Administrator, HM Clause</td>
<td>Plant Science</td>
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<tr>
<td>Robert Williamson</td>
<td>Yosemite Farm Credit, Assistant Vice President</td>
<td>Agri-Business</td>
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<tr>
<td>Sarah Lopez</td>
<td>American Ag Credit Loan Officer</td>
<td>Animal Science</td>
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<tr>
<td>Theresa Drumonde</td>
<td>Ag Publishing Correspondent</td>
<td>Agriscience</td>
</tr>
</tbody>
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**Quality Criteria 6B:**

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

The Agriculture Advisory Committee at Livingston meets at least twice a year. Typically the committee meets once in the fall, winter, and the spring. We have invited community members, administration, school staff, and advisors to our meetings. Recruitment and program direction are the main focuses. Future goals include program pathways that are followed for all students entering the agriculture program in order to maintain retention and SAE projects.

*For example please see the following: Appendix P and Appendix N*

**Quality Criteria 6C:**

The Agriculture Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidence in the Ag Advisory Committee Minutes.

- Job Market Descriptions
- Total Program Goals and Objectives
- Course Subject Matter Outlines
- 5 Year Facility and Equipment Acquisition
- Program Description Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of Active Placement Site

The Livingston Agriculture Advisory Committee has been presented with the current Program Plan and has helped to develop our program pathways and goals. Our committee members have provided us with guidance in placement sites, equipment and facilities maintenance and repair.
Quality Criteria 6D:

The contact information of the advisory committee chair has been provided on the cover of the checklist.

The contact information for Dennis Brusenski, committee chair is provided on the AIG checklist.

Dennis Brusenski (Chairman)
Local Farmer

[Signature]
Quality Criteria 7- Career Guidance

Agriculture educators, staff, counselors, and career center provide services and guidance to ensure that agriculture students enrolled in courses that are consistent with their interests, abilities, and goals. All students in the agriculture department are required to complete an information page that is updated yearly on AET.

We have articulation agreements in place with Merced and Modesto College for our courses that transfer from the high school. Many courses in the agriculture department align with the UC/CSU AG requirements. We have Ag Biology, Ag Earth Science, and new this year Ag and Soil Chemistry that is aligned for science credit. Floral Design meets the fine arts credit for UC/CSU.

Quality Criteria 7A:

Students are counselled regarding:

- Career Opportunities in Agriculture
- Agriculture and academic courses necessary to complete the career pathway
- Post-Secondary education and training options

Every agriculture course taught at Livingston High School includes agriculture career opportunities information. All our courses contain direct information regarding the current industry and job related field. Most of our courses have career awareness information imbedded with each unit. For example, a career as a botanists discussed in the Plant Science Unit of Exploring Agriculture, which contains career information based on that related field.

For example please see the following: Appendix A and Appendix C

Quality Criteria 7B:

All students have completed career plan (student data sheet) and it is updated annually.

With the new R-2 system, students have not completed a formal career plan with the agriculture department. Instead informal conversations happen in and out of class, where the agriculture teachers offer advice on college and career choice based upon student interest.
Quality Criteria 7C:

Efforts have been made, or completed, to articulate with community Colleges and/or Universities.

Currently the Livingston Agriculture Department has courses aligned with 2+2 agreements with Merced College and Modesto Junior College. These are our local community colleges where some of our students will attend. Agriculture Leadership, Environmental Horticulture, and Veterinary Science are articulated with Merced College. Floral Design is articulated with Modesto Junior College.

For example please see the following: Appendix EE
**Quality Criteria 8- Program Promotion**

Our largest program promotion is our participation in the Livingston Sweet Potato Festival. This annual three day festival attracts a large amount of participants from the Central Valley. Our students facilitate the Kid Zone of the festival. The Kid Zone 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.

We also publish monthly newsletters. The newsletters are created every month by our students and are published on our website. The easiest piece of department propaganda to pass out to students is our departmental brochure which was redesigned this year by agriculture leadership students.

During FFA week we have daily activities at lunch for all campus students to participate in. During this week, we attend the District FFA Basketball Tournament which students from the six high schools in the district participate in. We also visit local middle schools to discuss the important of agricultural education.

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

**Quality Criteria 8A:**

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

The Livingston High School agriculture department has a program recruitment brochure to encourage the middle school students to enter into one of our pathways. We also have flyers that we distribute to counselors during course enrollments so students can see the courses in which they wish to enroll and then sign up according to the sheets provided. This encourages middle school students to follow an agriculture pathway of interest and sign up for the correct agriculture class as an incoming freshman.

*For example please see the following: Appendix I*
Quality Criteria 8B:

Students have alternate means of overcoming financial barriers in program activities. (Includes FFA, SAE, and Leadership Activities)

There are financial means for overcoming barriers for participation in the Livingston FFA program. We have FFA activities and opportunities for students to earn their way for trips, jackets, and other needs of interest. During our SAE projects we aid student in the American Ag Credit loan program. They also have areas to keep their project at school since many of our students do not have the appropriate locations at home.

Quality Criteria 8C:

The Agriculture Department conducts recruitment activities with local feeder schools.

Livingston High School agriculture department participates in many different avenues of recruitment activities for local middle schools. Before enrollment our chapter leadership team visits Livingston Middle School and Ballico School to host small workshops such as flower pen making and butter making to demonstrate on a small scale the opportunities available to students once they become a member of the FFA.

We also invite 8th graders from the middle schools 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 send them with addition chapter material such as brochures and pathway guides.

For example please see the following: Appendix I
Quality Criteria 9- Program Accountability and Planning

Our department's Comprehensive program plan was in lots of need on updating and this was the focus of my project for AGED 539. Once the comprehensive program plan is up to date a copy will be kept within the Ag department, with Livingston High School Administration, and the Central Region supervisor. Updates on other supporting documentation are sent to the Regional Supervisor on yearly bases.

The majority of our funding comes from the Agriculture Incentive Grant, Carl Perkins, and the California Career Technical Education Incentive Grant. However, we also get approximately $2000 from administration for travel expenses.

Quality Criteria 9A:

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

The Comprehensive Program Plan has been complied 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 example please see the following: Appendix N

Quality Criteria 9B:

Updates of the program plan are sent to the Regional Supervisor by November 15th. These updates include: Five-Year Equipment and Acquisition Schedule, Chart of Responsibility, FFA Program of Work, Advisory Committee Roster, and Advisory Committee Minutes.

All items are up to date and sent to the Regional Supervisor.

For example please see the following: Appendix H, Appendix N, Appendix O, Appendix P, and Appendix BB
**Quality Criteria 9C:**

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

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

Google surveys are sent out to all recent graduates. The form includes the information listed above. The survey allows us to update graduate information efficiently when completing the R-2.

*For example please see the following:* Appendix L and Appendix M

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**Quality Criteria 9D:**

The graduate follow up data collected is entered with the online R-2/FFA Roster data entry by October 15th.

The data collected from the google forms is entered in with our R-2 data yearly.

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**Quality Criteria 9E:**

The agriculture department analyzes their student’s retention numbers each year and develops strategies to help increase retention with in the programs.

This has been the largest focus of Livingston High School agriculture instructors for the past year. We have had trouble with the growth in our program over the last six years due to high teacher turnover. We have also had difficulty in retaining our students for 4 years in the agriculture program. We lose many of our freshmen going to be sophomores out of our program because we didn’t have a higher level science for them. Next year we will have Ag and Soil Chemistry which will help us keep our sophomores involved within our agriculture program. Students have pathways to follow and are able to decide which course they should enroll in to stay in an agriculture path.

*For example please see the following:* Appendix A and Appendix V
**Quality Criteria 9F:**

The R-2, AIG Expenditure Reports and the FFA roster have been received by the regional supervisor and/or State FFA Financial Coordinator on or before October 15th.

All reports have been submitted to the Regional Supervisor on time for the 2018-2019 school year. The reports are submitted annually on a timely basis to the regional supervisor and will continue in the future.

*For example please see the following: Appendix V*
Quality Criteria 10- Student Teacher Ratios

Livingston High School has a growing number of students in the program. One of the biggest struggles for Livingston right now is class sizes. The majority of the sciences have an average class size of 36 students. However, for a department our student teacher ratio is over 130 students per teacher. This is a struggle because agriculture teachers at Livingston High School do not receive a project supervision period.

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

Quality Criteria 10A:

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

At this point, our agriculture department does not meet this criterion. We currently have many laboratory based courses with students over the maximum for the 20 students per teacher ratio. As for the classroom based courses, most courses also do not meet this requirement. Most of our science based courses have between 30-37 students. However, as we wish to maintain and even increase our staff of full time teachers we do not want to turn students away.

For example please see the following: Appendix V

Quality Criteria 10B:

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

Our ratio does not meet the 75 students per teacher at Livingston High School. With currently 393 students on the student roster and three advisors that puts our ratio at approximately 131 students per teacher. This year all three agriculture teachers have their prep sold out in order to retain our students.

For example please see the following: Appendix V
Quality Criteria 11- Full Year Employment

At Livingston High School we understand the importance of having full-time employment for the benefit of our agriculture students and their SAE projects. All three agriculture instructors in the Livingston Department are on full time contracts, which allow for the year-round activities in the agriculture program, are conducted and fulfilled.

Currently our instructors are not provided a project supervision period per the request of the Merced Union High School District. Each instructor receives 20% of their salary for project supervision and SAE projects year-round. This compensation is part of our contract for year-round instruction.

Quality Criteria 11A:

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

All three of our instructors at Livingston High School are compensated 20% of their salary, surpassing the $2000, for year-round instruction. However, we are well over the 75 students to 1 teacher ratio.

For example please see the following: Appendix V

Quality Criteria 11B:

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

Livingston High School does not provide project supervision periods for its agriculture instructors due to Merced Union High School District request. All instructors are provided a 20% Extended Contract Stipend for their SAE project supervision during the school year and throughout the summer. All of the agriculture teachers are on a twelve month contract of 225 days.

For example please see the following: Appendix V
Quality Criteria 12- Program Achievement

The program achievement criterion 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.

Quality Criteria 12A:

The Agriculture Program meets the requirements of Program Activities.

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

Livingston High School
Agriculture Department
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B. Student Files
C. Course Outlines
D. Aeries Gradebook
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G. School Board Approved FFA Policy
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I. Recruitment Program
J. Chapter Scrapbook
K. Summer Activities
L. Graduate Follow Up Survey
M. Graduate Follow Up Report
N. Comprehensive Program Plan
O. Advisory Committee Agendas
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Q. Advisory Committee Constitution
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S. Teaching Credentials
T. Department and Chapter Activities
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V. R-2 Report
W. Travel Request
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Y. Professional Development Follow Up Report
Z. Wish List.
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CC. Department Chairpersons Duties
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GG. Articulation Agreements
HH. Reimbursement Process
All students are required to be active on AET. Students are required to complete their student profile the first month of school. Students have their phone number, address, and their parents contact information completed in their profile.
Account Information and Settings

My FFA Chapter
Livingston
333 Members
3 Advisors
63 AET Log-ins this week

Privacy Settings
Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
Yes
No

Mobile Device Setup
Visit m.thaET.com on your mobile device.
You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are 0 authorized devices

Profile Pic: Upload

Profile Complete for FFA Membership: 100%

Password:

Demographics
Birthdate: 
HS Graduation: June 2021
Gender: Female
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: 

Mailing Address
Address: 
City, State, Zip: 

Contact Information
Email: 
Home Phone: 
Cell Phone: 

Parents/Guardians
Father / Parent / Guardian: 
Name: 
Occupation: 
Phone Number: 
Email:

Mother / Parent / Guardian: 
Name: 
Occupation: 
Phone Number: 
Email:
Account Information and Settings

My FFA Chapter
Livingston
363 Members
3 Advisors
83 AET Log-ins this week

Privacy Settings
Chapter Scoreboard Privacy:
Hide name in chapter scoreboard?
☑ Yes ☐ No

Mobile Device Setup
Visit m.theAET.com on your mobile device.
You can make recordbook entries, upload SAE photos, and more!

Authorized Mobile Devices:
There are 0 authorized devices

Demographics
Birthdate: June 2019
H.S. Graduation: M
Gender: Male
Race: American Indian
Ethnicity: Hispanic
Residence: Rural Farm

Mailing Address
Address:
City, State, Zip:

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
When I got hired at Livingston High School everything was already digital, but it wasn't all in one location. I created a google folder that is shared with the Agriculture Department staff. This folder includes student information, FFA, SAE, and other chapter information and files. It is easily accessible by all.
C. Course Outlines

This year I am teaching Agriculture Leadership, Ag Earth Science, and Explorations in Agriculture. The course outlines for these classes for the current school year are attached.
Agriculture Leadership
Teacher: Mr. Drumonde
Agriculture Department Livingston High School
Office Hours: Lunch, by appointment
Email: adrumonde@muhsd.org
Cell Phone: [redacted]

Course Description:
This course is designed to acquaint the student with the theories and principles of personal leadership development and growth and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, and gratitude. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Goal setting and self-evaluation will be stressed in this course. Because the nature of this class, student time is not limited to only the classroom experience. Students should plan to be involved in a majority of FFA activities, including attendance at monthly FFA meetings.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Ag Leadership at Livingston High School have the following supplies:
- A 1in Binder for Ag Leadership to Stay Organized
- Agenda/Planner
- Pens/Pencils/Highlighter
- Lined Paper
- Creativity/Imagination

Grading:
- 30% Class Assignments, Projects, Presentations, and Tests
- 30% Committee Participation and Committee Work
- 10% Research Paper on Agriculture Related Topic
- 10% FFA Activity Participation
  - 3 Activities per grading period
- 10% SAE Project
  - Recorded in FFA Record Book
- 5% Participation in a Career Development Team
  - Dairy Products Evaluation, Marketing, Nursery Landscape, Floral Design, Land Judging
- 5% Participation in a Leadership Development Event
  - Job Interview, Extemporaneous Speaking, Impromptu Speaking, Prepared Public Speaking, Project Competition
- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Serving as a member of an in class committee
  - Group Projects
  - Demonstrations and Peer Teaching
  - Homework Assignments
  - Interviews
  - Writing Articles
  - Developing Workshops and Speeches
  - Working on our School Farm Facility

- Students are expected to participate in the comprehensive Agriculture Education Program
  - Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  - FFA is the leadership component of Ag Education, and Ag Leadership students are expected to participate in at least 3 outside of class FFA activities per grading period.
  - A student cannot receive an A grade without participation in FFA and SAE.

**Late or Make up Work:**
- Late work will be accepted for half credit.
- Make-up work is available for EXCUSED absences. It is the student's responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
- Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

**Testing and Evaluation Policy:**
- We will have a few tests in this class and students will be asked to retake tests until a certain level of mastery is achieved.
- Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

**Note:** Grades will be updated at each grading period and can be viewed on Parent Portal.

**Ag Leadership Standards & Expectations:**
All students are expected to follow the CLAWS:

- **Come Prepared.** Students should bring agenda, and something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

- **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.
• **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumond. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

• **Work Together.** You will work in collaborative groups and committees throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another. Ag Leadership is a team effort and our activities (meetings, activities, banquets, etc.) cannot be accomplished by one person.

• **Show Respect.** Ag Leadership students are held to the highest standards of behavior, as you are considered role models for other students. Leadership is a privilege, and any referral or suspension may result in permanent dismissal from class. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

**Consequences for Not Meeting Standards:**
The assertive discipline policy will be enforced as provided in the student/parent handbook. Ag Leadership students are held to the highest standards of behavior, as they are considered role models for other students. Leadership is a privilege, and any referral may result in permanent dismissal from class.

In addition, high academic standards must be maintained as leadership activities require commitment beyond the assigned class period. It is your responsibility to obtain advance teacher permission and make up all work for additional class periods missed. If your GPA drops below 2.00, you will be put on probation. If your GPA remains under 2.00 for a 2nd grading period, you will be removed from the course.

**Please Note:**
*This is your agriculture Department --- Take excellent care of it!!!* Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.
Ag Leadership – Mr. Drumonde
PARENT/STUDENT/TEACHER CONTRACT

I have read the above class syllabus and reviewed it with my child. I understand that the leadership class requires additional hours of work outside of the classroom. I have reviewed the assertive discipline policy and understand the consequences for tardies, class cuts, and behavioral problems. I am also aware that if my child does not maintain a minimum GPA of 2.00 for consecutive grading periods, he/she will be removed from office and leadership class.

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Course Description:
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.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Earth Science at Livingston High School have the following supplies:
- Agenda/Planner
- Pens/Pencils/Highlighter
- Composition Notebook
- Lined Paper

Grading:
- 40% Class Assignments, Projects, and Presentations
- 30% Lab Participation and Work
- 20% Tests and Quizzes
- 5% FFA Activity Participation
  - 3 Activities per grading period
- 5% SAE Project
  - Recorded in FFA Record Book

- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Group Projects
  - Lab Exercises
  - Demonstrations and Peer Teaching
  - Homework Assignments
Students are expected to participate in the comprehensive Agriculture Education Program.
- Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
- FFA is the leadership component of Ag Education, and Earth Science students are expected to participate in at least 3 outside of class FFA activities per grading period.
- A student cannot receive an A grade without participation in FFA and SAE.

Late or Make up Work:
- Late work will be accepted for half credit.
- Make-up work is available for EXCUSED absences. It is the student's responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
- Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
- We will have a few tests in this class and students may be asked to retake tests until a certain level of mastery is achieved.
- Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Earth Science Standards & Expectations:

All students are expected to follow the CLAWS:

- **Come Prepared.** Students should bring something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

- **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.

- **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

- **Work Together.** You will work in collaborative groups throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another.
- **Show Respect.** Earth Science students are held to the highest standards of behavior, as you are considered role models for other students. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

**Please Note:**
*This is your agriculture Department — Take excellent care of it!!!* Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let’s work together!

All school rules and procedures will be enforced in class and students are expected to follow them.

---

**Earth Science – Mr. Drumonde**

**PARENT/STUDENT/TEACHER CONTRACT**

By signing this syllabus I understand the policies set forth by Mr. Drumonde. I also understand interference with the learning process can create hazards that may cause injury while working in agriculture classes.

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<th>Parent Cell Phone Number</th>
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Exploration in Agriculture
Teacher: Mr. Drumonde
Agriculture Department Livingston High School
Office Hours: Lunch, by appointment
Email: adrumonde@muhsd.org

Course Description:
This course is designed for first year agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science. This course provides hands-on learning and qualifies students to participate in all FFA activities such as showing at the county fair.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Exploration in Agriculture at Livingston High School have the following supplies:
- Agenda/Planner
- Composition Notebook
- Pens/Pencils/Highlighter
- Lined Paper

Grading:
- 40% Class Assignments, Projects, and Presentations
- 30% Lab Participation and Work
- 20% Tests and Quizzes
- 5% FFA Activity Participation
  - 3 Activities per grading period
- 5% SAE Project
  - Recorded in FFA Record Book

- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Group Projects
  - Demonstrations and Peer Teaching
  - Homework Assignments

- Students are expected to participate in the comprehensive Agriculture Education Program
  - Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  - FFA is the leadership component of Ag Education, and Food Science students are expected to participate in at least 3 outside of class FFA activities per grading period.
  - A student cannot receive an A grade without participation in FFA and SAE.
Late or Make up Work:
- Late work will be accepted for half credit.
- Make-up work is available for EXCUSED absences. It is the student's responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
- Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
- We will have a few tests in this class and students may be asked to re take tests until a certain level of mastery is achieved.
- Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Exploration in Agriculture Standards & Expectations:
All students are expected to follow the CLAWS:

- **Come Prepared.** Students should bring something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

- **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.

- **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

- **Work Together.** You will work in collaborative groups throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another.

- **Show Respect.** Exploration in Agriculture students are held to the highest standards of behavior, as you are considered role models for other students. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

Please Note:
**This is your agriculture Department --- Take excellent care of it!!** Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.
Exploration in Agriculture – Mr. Drumonde
PARENT/STUDENT/TEACHER CONTRACT

By signing this syllabus I understand the policies set forth by Mr. Drumonde. I also understand interference with the learning process can create hazards that may cause injury while working in agriculture classes.

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<tr>
<th>Student Name</th>
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<td>Parent email</td>
<td>Parent Cell Phone Number</td>
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</tbody>
</table>

We have a computerized gradebook system at our school. I keep the gradebook updated on a regular basis. Now students have their own chromebook, they have constant access to check Aeries. Not only does this allow for convenience for students, but for them to also be aware of their current grade and any missing assignments. Parents and other staff have access to student’s grades, which allows for many people to track the students’ progress. I enter FFA and SAE credit into the gradebook at the end of each semester. Attached you will see my gradebooks for each course taught, however their credit has not been entered yet because the semester isn’t completed yet.
<table>
<thead>
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<td>Chapter 20 Review</td>
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<td>#43: 150</td>
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<td>SAE Project</td>
<td>#44: 150</td>
<td>✔</td>
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</table>
Attached you will find copies of the project supervision forms used by Livingston High School Advisors. I supervise goats, rabbits, poultry, dairy cattle, and work experience projects. Currently I have 16 goat exhibitors, 25 rabbit exhibitors, 1 poultry project, and 4 work experience projects.
Date: 10/9/18
Time: 3:30pm

Name: [Redacted]

Project: Trucking Placement SAE

Condition of Project:
Student seems to have strengthened his skills and is gaining more knowledge.

Recommendations:
Continue to practice skills daily to become more efficient at task.

What is the student learning (what has the student learned):
Student has started to learn how to drive trucks. This will expand site opportunity.

Additional Comments (concerns, thoughts, tips, etc.):
Need to apply for proficiency.

Student Signature: [Redacted]
Date: [Redacted]

Teacher Signature: [Redacted]
Date: 10/9/18

Parent Signature: [Redacted]
Date: 10/9/18
Livingston High School Ag Department

SAE Visit Form

Date: 11/5/18
Time: 4pm

Name: [Redacted]

Project: Ag Communication Specialist

Condition of Project: Has done a great job maintaining the chapter website and monthly newsletter.

Recommendations: Maybe consider looking into developing videos for the website.

What is the student learning (what has the student learned): She has learned how to run a website.

Additional Comments (concerns, thoughts, tips, etc.): Needs to apply for web development award

Student Signature: [Redacted] Date: 11/5/18
Teacher Signature: [Redacted] Date: 11/5/18
Parent Signature: [Redacted] Date: 11/5/18
Date: 11/20/18

Name: [Redacted]

Project: Winter Forage

Condition of Project: [Redacted] has done an excellent job at maintaining his winter forage.

Recommendations: I would like to see [Redacted] try to lease additional land for planting.

What is the student learning (what has the student learned): The work that goes into farming. He is gaining lots of skills.

Additional Comments (concerns, thoughts, tips, etc.): This could be a big project.

Student Signature: [Redacted]
Date: 11/20/18

Teacher Signature: [Redacted]
Date: 11/20/18

Parent Signature: [Redacted]
Date: 11/20/18
Livingston High School Ag Department

SAE Visit Form

Date: 12/7/18  Time: 3pm

Name: [Redacted]

Project: Rabbitry Manager

Condition of Project: 
[Redacted] has done an excellent job at raising the chapter's rabbits and keeping the rabbitry clean.

Recommendations: 
Should look into what is required to breed rabbits and with my assistance breed rabbits for the fair.

What is the student learning (what has the student learned):
She has learned management skills and how to raise rabbits.

Additional Comments (concerns, thoughts, tips, etc.):
Can't wait for [Redacted] to expand this project.

Student Signature: [Redacted]  Date: 12/7/18
Teacher Signature: [Redacted]  Date: 12/7/18
Parent Signature: [Redacted]  Date: 12/7/18
Livingston High School Ag Department
SAE Visit Form

Date: 2/5/19
Time: 3pm

Name: [redacted]
Project: Poultry Farm Manager

Condition of Project:
All chickens look like they are in good health. The coop is clean and well maintained.

Recommendations:
Think about expanding projects into raising chicks into adults.

What is the student learning (what has the student learned):
[redacted] is learning a lot about chicken health.

Additional Comments (concerns, thoughts, tips, etc.):
Maybe look into getting feed & birds donated.

Student Signature: [redacted] Date: 2/5/19
Teacher Signature: [redacted] Date: 2/5/19
Parent Signature: [redacted] Date: 2/5/19
Date: 3/7/19  
Time: 3pm
Name: [redacted]  
Project: Market Goat

Condition of Project: 
Goat looks good. No signs of sickness.

Recommendations: 
Continue to take care of goat. 
Feed four cups per feeding.

What is the student learning (what has the student learned): 
Student is learning how to properly care for goat.

Additional Comments (concerns, thoughts, tips, etc.): 
Start to practice working with goat. Start braiding.

Student Signature: [redacted]  
Date: 3/7/19
Teacher Signature: [redacted]  
Date: 3/7/19
Parent Signature: Alberto Velasquez  
Date: 3/7/19
Livingston High School Ag Department
SAE Visit Form

Date: 3/26/19
Name: [redacted]
Project: Market Goat

Condition of Project:
Goat is in good condition. Would like to see the goat weigh more.

Recommendations:
Continue to feed the goat four cups at each feeding. Try feeding a third time daily.

What is the student learning (what has the student learned):
Is learning about goat nutrition.

Additional Comments (concerns, thoughts, tips, etc.):
Will weigh animal in one week.

Student Signature: [redacted] Date: 3/26/19
Teacher Signature: [redacted] Date: 3/26/19
Parent Signature: [redacted] Date: 3/26/19
Livingston High School Ag Department
SAE Visit Form

Date: 5/1/19  Time: 3pm

Name: [Redacted]

Project: Market Rabbits

Condition of Project:
Rabbits look good. Cage is clean and water seems fresh.

Recommendations:
Continue to feed rabbits twice daily.

What is the student learning (what has the student learned):
Student is learning about rabbit nutrition.

Additional Comments (concerns, thoughts, tips, etc.):
Continue to push rabbits, will weigh in a week.

Student Signature: [Redacted]  Date: 5/1/19
Teacher Signature: [Redacted]  Date: 5/1/19
Parent Signature: [Redacted]  Date: 5/1/19
Date: 5/7/19  
Time: 3pm  
Name:  
Project: Market Rabbits  

Condition of Project: 
Puppies look healthy. Cage is spotless.  

Recommendations: 
Continue to feed alfalfa pellets and calf bran twice a day.  

What is the student learning (what has the student learned): 
Student is learning how to do rabbit showmanship.  

Additional Comments (concerns, thoughts, tips, etc.): 
Keep up the good work!  

Student Signature:  
Date: 5/7/19  
Teacher Signature:  
Date: 5/7/19  
Parent Signature: Gabriel Hernandez  
Date:  

Date: 5/8/19  Time: 3:30 pm

Name: 

Project: Market Rabbits

Condition of Project:
Rabbits look healthy. The facilities are clean. Rabbits have clean water.

Recommendations:
Continue to feed rabbits daily.
Practice showmanship.

What is the student learning (what has the student learned):
Student is learning proper care and maintenance of rabbits.

Additional Comments (concerns, thoughts, tips, etc.):
Keep it up!

Student Signature:  Date: 5/8/19
Teacher Signature:  Date: 5/8/19
Parent Signature:  Date: 5/8/19
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 there should be an SAE requirement for all students enrolled in the agriculture program. In addition all course outlines are attached with the SAE requirement highlighted.
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.
Agriculture Leadership
Teacher: Mr. Drumonde
Agriculture Department Livingston High School
Office Hours: Lunch, by appointment
Email: adrumonde@muhsd.org
Cell Phone: (555) 555-5555

Course Description:
This course is designed to acquaint the student with the theories and principles of personal leadership development and growth and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, and gratitude. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Goal setting and self-evaluation will be stressed in this course. Because the nature of this class, student time is not limited to only the classroom experience. Students should plan to be involved in a majority of FFA activities, including attendance at monthly FFA meetings.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Ag Leadership at Livingston High School have the following supplies:
- A 1in Binder for Ag Leadership to Stay Organized
- Agenda/Planner
- Pens/Pencils/Highlighter
- Lined Paper
- Creativity/Imagination

Grading:
- 30% Class Assignments, Projects, Presentations, and Tests
- 30% Committee Participation and Committee Work
- 10% Research Paper on Agriculture Related Topic
- 10% FFA Activity Participation
  - 3 Activities per grading period
- **10%** SAE Project
  - Recorded in FFA Record Book
- 5% Participation in a Career Development Team
  - Dairy Products Evaluation, Marketing, Nursery Landscape, Floral Design, Land Judging
- 5% Participation in a Leadership Development Event
  - Job Interview, Extemporaneous Speaking, Impromptu Speaking, Prepared Public Speaking, Project Competition
• Students are expected to participate in a variety of class activities
  ◦ Taking Notes
  ◦ Keeping a personal agenda or planning calendar
  ◦ Serving as a member of an in class committee
  ◦ Group Projects
  ◦ Demonstrations and Peer Teaching
  ◦ Homework Assignments
  ◦ Interviews
  ◦ Writing Articles
  ◦ Developing Workshops and Speeches
  ◦ Working on our School Farm Facility

• Students are expected to participate in the comprehensive Agriculture Education Program
  ◦ Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  ◦ FFA is the leadership component of Ag Education, and Ag Leadership students are expected to participate in at least 3 outside of class FFA activities per grading period.
  ◦ A student cannot receive an A grade without participation in FFA and SAE.

Late or Make up Work:
• Late work will be accepted for half credit.
• Make-up work is available for EXCUSED absences. It is the student’s responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
• Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
• We will have a few tests in this class and students will be asked to retake tests until a certain level of mastery is achieved.
• Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Ag Leadership Standards & Expectations:
All students are expected to follow the CLAWS:

• **Come Prepared.** Students should bring agenda, and something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

• **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.
• **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

• **Work Together.** You will work in collaborative groups and committees throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another. Ag Leadership is a team effort and our activities (meetings, activities, banquets, etc.) cannot be accomplished by one person.

• **Show Respect.** Ag Leadership students are held to the highest standards of behavior, as you are considered role models for other students. Leadership is a privilege, and any referral or suspension may result in permanent dismissal from class. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

**Consequences for Not Meeting Standards:**
The assertive discipline policy will be enforced as provided in the student/parent handbook. Ag Leadership students are held to the highest standards of behavior, as they are considered role models for other students. Leadership is a privilege, and any referral may result in permanent dismissal from class.

In addition, high academic standards must be maintained as leadership activities require commitment beyond the assigned class period. It is your responsibility to obtain advance teacher permission and make up all work for additional class periods missed. If your GPA drops below 2.00, you will be put on probation. If your GPA remains under 2.00 for a 2nd grading period, you will be removed from the course.

**Please Note:**
*This is your agriculture Department --- Take excellent care of it!!!* Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.
Ag Leadership – Mr. Drumonde
PARENT/STUDENT/TEACHER CONTRACT

I have read the above class syllabus and reviewed it with my child. I understand that the leadership class requires additional hours of work outside of the classroom. I have reviewed the assertive discipline policy and understand the consequences for tardies, class cuts, and behavioral problems. I am also aware that if my child does not maintain a minimum GPA of 2.00 for consecutive grading periods, he/she will be removed from office and leadership class.

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Course Description:
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.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Earth Science at Livingston High School have the following supplies:
- Agenda/Planner
- Pens/Pencils/Highlighter
- Composition Notebook
- Lined Paper

Grading:
- 40% Class Assignments, Projects, and Presentations
- 30% Lab Participation and Work
- 20% Tests and Quizzes
- 5% FFA Activity Participation
  - 3 Activities per grading period
- 5% SAE Project
  - Recorded in FFA Record Book

- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Group Projects
  - Lab Exercises
  - Demonstrations and Peer Teaching
  - Homework Assignments
• Students are expected to participate in the comprehensive Agriculture Education Program.
  ○ Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  ○ FFA is the leadership component of Ag Education, and Earth Science students are expected to participate in at least 3 outside of class FFA activities per grading period.
  ○ A student cannot receive an A grade without participation in FFA and SAE.

Late or Make up Work:
• Late work will be accepted for half credit.
• Make-up work is available for EXCUSED absences. It is the student’s responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
• Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
• We will have a few tests in this class and students may be asked to retake tests until a certain level of mastery is achieved.
• Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Earth Science Standards & Expectations:

All students are expected to follow the CLAWS:

• **Come Prepared.** Students should bring something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

• **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.

• **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

• **Work Together.** You will work in collaborative groups throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another.
• **Show Respect.** Earth Science students are held to the highest standards of behavior, as you are considered role models for other students. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

**Please Note:**

*This is your agriculture Department --- Take excellent care of it!!!*  Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.

---

**Earth Science — Mr. Drumonde**

**PARENT/STUDENT/TEACHER CONTRACT**

By signing this syllabus I understand the policies set forth by Mr. Drumonde. I also understand interference with the learning process can create hazards that may cause injury while working in agriculture classes.

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<td>Additional Number</td>
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Exploration in Agriculture
Teacher: Mr. Drumonde
Agriculture Department Livingston High School
Office Hours: Lunch, by appointment
Email: adrumonde@muhsd.org

Course Description:
This course is designed for first year agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science. This course provides hands-on learning and qualifies students to participate in all FFA activities such as showing at the county fair.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Exploration in Agriculture at Livingston High School have the following supplies:
- Agenda/Planner
- Composition Notebook
- Pens/Pencils/Highlighter
- Lined Paper

Grading:
- 40% Class Assignments, Projects, and Presentations
- 30% Lab Participation and Work
- 20% Tests and Quizzes
- 5% FFA Activity Participation
  - 3 Activities per grading period
- 5% SAE Project
  - Recorded in FFA Record Book

- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Group Projects
  - Demonstrations and Peer Teaching
  - Homework Assignments

- Students are expected to participate in the comprehensive Agriculture Education Program
  - Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  - FFA is the leadership component of Ag Education, and Food Science students are expected to participate in at least 3 outside of class FFA activities per grading period.
  - A student cannot receive an A grade without participation in FFA and SAE.
Late or Make up Work:
- Late work will be accepted for half credit.
- Make-up work is available for EXCUSED absences. It is the student's responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
- Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
- We will have a few tests in this class and students may be asked to re take tests until a certain level of mastery is achieved.
- Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Exploration in Agriculture Standards & Expectations:
All students are expected to follow the CLAWS:

- **Come Prepared.** Students should bring something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

- **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.

- **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

- **Work Together.** You will work in collaborative groups throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another.

- **Show Respect.** Exploration in Agriculture students are held to the highest standards of behavior, as you are considered role models for other students. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

Please Note:
This is your agriculture Department --- Take excellent care of it!!! Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.
Exploration in Agriculture – Mr. Drumonde
PARENT/STUDENT/TEACHER CONTRACT

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(3) A program of leadership, organization, and personal development.
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Agriculture Leadership
Teacher: Mr. Drumonde
Agriculture Department Livingston High School
Office Hours: Lunch, by appointment
Email: adrumonde@muhsd.org
Cell Phone: [Cell Phone Number]

Course Description:
This course is designed to acquaint the student with the theories and principles of personal leadership development and growth and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, and gratitude. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Goal setting and self-evaluation will be stressed in this course. Because the nature of this class, student time is not limited to only the classroom experience. Students should plan to be involved in a majority of FFA activities, including attendance at monthly FFA meetings.

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Successful Students in Ag Leadership at Livingston High School have the following supplies:
- A 1in Binder for Ag Leadership to Stay Organized
- Agenda/Planner
- Pens/Pencils/Highlighter
- Lined Paper
- Creativity/Imagination

Grading:
- 30% Class Assignments, Projects, Presentations, and Tests
- 30% Committee Participation and Committee Work
- 10% Research Paper on Agriculture Related Topic
- 10% FFA Activity Participation
  - 3 Activities per grading period
- 10% SAE Project
  - Recorded in FFA Record Book
- 5% Participation in a Career Development Team
  - Dairy Products Evaluation, Marketing, Nursery Landscape, Floral Design, Land Judging
- 5% Participation in a Leadership Development Event
  - Job Interview, Extemporaneous Speaking, Impromptu Speaking, Prepared Public Speaking, Project Competition
- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Serving as a member of an in class committee
  - Group Projects
  - Demonstrations and Peer Teaching
  - Homework Assignments
  - Interviews
  - Writing Articles
  - Developing Workshops and Speeches
  - Working on our School Farm Facility

- Students are expected to participate in the comprehensive Agriculture Education Program
  - Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  - FFA is the leadership component of Ag Education, and Ag Leadership students are expected to participate in at least 3 outside of class FFA activities per grading period.
  - A student cannot receive an A grade without participation in FFA and SAE.

Late or Make up Work:
- Late work will be accepted for half credit.
- Make-up work is available for EXCUSED absences. It is the student’s responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
- Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
- We will have a few tests in this class and students will be asked to retake tests until a certain level of mastery is achieved.
- Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Ag Leadership Standards & Expectations:
All students are expected to follow the CLAWS:

- **Come Prepared.** Students should bring agenda, and something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

- **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.
- **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

- **Work Together.** You will work in collaborative groups and committees throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another. Ag Leadership is a team effort and our activities (meetings, activities, banquets, etc.) cannot be accomplished by one person.

- **Show Respect.** Ag Leadership students are held to the highest standards of behavior, as you are considered role models for other students. Leadership is a privilege, and any referral or suspension may result in permanent dismissal from class. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

**Consequences for Not Meeting Standards:**
The assertive discipline policy will be enforced as provided in the student/parent handbook. Ag Leadership students are held to the highest standards of behavior, as they are considered role models for other students. Leadership is a privilege, and any referral may result in permanent dismissal from class.

In addition, high academic standards must be maintained as leadership activities require commitment beyond the assigned class period. It is your responsibility to obtain advance teacher permission and make up all work for additional class periods missed. If your GPA drops below 2.00, you will be put on probation. If your GPA remains under 2.00 for a 2nd grading period, you will be removed from the course.

**Please Note:**
*This is your agriculture Department --- Take excellent care of it!!!* Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.
Ag Leadership – Mr. Drumonde
PARENT/STUDENT/TEACHER CONTRACT

I have read the above class syllabus and reviewed it with my child. I understand that the leadership class requires additional hours of work outside of the classroom. I have reviewed the assertive discipline policy and understand the consequences for tardies, class cuts, and behavioral problems. I am also aware that if my child does not maintain a minimum GPA of 2.00 for consecutive grading periods, he/she will be removed from office and leadership class.

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Ag Earth Science
Teacher: Mr. Drumonde
Agriculture Department Livingston High School
Office Hours: Lunch, by appointment
Email: adrumonde@muhsd.org

Course Description:
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.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Earth Science at Livingston High School have the following supplies:
- Agenda/Planner
- Pens/Pencils/Highlighter
- Composition Notebook
- Lined Paper

Grading:
- **40%** Class Assignments, Projects, and Presentations
- **30%** Lab Participation and Work
- **20%** Tests and Quizzes
- **5%** FFA Activity Participation
  - **3 Activities per grading period**
- **5%** SAE Project
  - Recorded in FFA Record Book

- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Group Projects
  - Lab Exercises
  - Demonstrations and Peer Teaching
  - Homework Assignments
• Students are expected to participate in the comprehensive Agriculture Education Program
  o Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  o FFA is the leadership component of Ag Education, and Earth Science students are expected to participate in at least 3 outside of class FFA activities per grading period.
  o A student cannot receive an A grade without participation in FFA and SAE.

Late or Make up Work:
• Late work will be accepted for half credit.
• Make-up work is available for EXCUSSED absences. It is the student’s responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
• Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
• We will have a few tests in this class and students may be asked to retake tests until a certain level of mastery is achieved.
• Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Earth Science Standards & Expectations:

All students are expected to follow the CLAWS:

• **Come Prepared.** Students should bring something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

• **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.

• **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

• **Work Together.** You will work in collaborative groups throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another.
- **Show Respect.** Earth Science students are held to the highest standards of behavior, as you are considered role models for other students. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

**Please Note:**
*This is your agriculture Department --- Take excellent care of it!!!* Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.

---

**Earth Science – Mr. Drumonde**

**PARENT/STUDENT/TEACHER CONTRACT**

By signing this syllabus I understand the policies set forth by Mr. Drumonde. I also understand interference with the learning process can create hazards that may cause injury while working in agriculture classes.

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Exploration in Agriculture
Teacher: Mr. Drumonde
Agriculture Department Livingston High School
Office Hours: Lunch, by appointment
Email: adrumonde@muhsd.org

Course Description:
This course is designed for first year agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science. This course provides hands-on learning and qualifies students to participate in all FFA activities such as showing at the county fair.

How is this course relevant?
If you eat, you need agriculture. If you wear clothes, you need agriculture. If you take medicine, live in a house or write with a pencil, you need agriculture. This course will provide students with hands on experiences that will help them be successful after high school. In addition through agriculture education students will gain skills needed for careers in and out of the agriculture industry.

Successful Students in Exploration in Agriculture at Livingston High School have the following supplies:
- Agenda/Planner
- Composition Notebook
- Pens/Pencils/Highlighter
- Lined Paper

Grading:
- 40% Class Assignments, Projects, and Presentations
- 30% Lab Participation and Work
- 20% Tests and Quizzes
- 5% FFA Activity Participation
  - 3 Activities per grading period
- 5% SAE Project
  - Recorded in FFA Record Book

- Students are expected to participate in a variety of class activities
  - Taking Notes
  - Keeping a personal agenda or planning calendar
  - Group Projects
  - Demonstrations and Peer Teaching
  - Homework Assignments

- Students are expected to participate in the comprehensive Agriculture Education Program
  - Students must participate in a Supervised Agriculture Experience Project and keep records in the official FFA Record Book.
  - FFA is the leadership component of Ag Education, and Food Science students are expected to participate in at least 3 outside of class FFA activities per grading period.
  - A student cannot receive an A grade without participation in FFA and SAE.
Late or Make up Work:
- Late work will be accepted for half credit.
- Make-up work is available for EXCUSED absences. It is the student's responsibility to collect make up work upon returning to class. Students have 5 days from the return to class to turn in missing assignments before it will be counted for half credit. This policy may change, depending on the particular situation.
- Due to the nature of this course and the projects we complete, certain assignments cannot be made up; other substitute assignments may be given.

Testing and Evaluation Policy:
- We will have a few tests in this class and students may be asked to retake tests until a certain level of mastery is achieved.
- Students will be evaluated by themselves, the instructor, and by their peer groups that they work with. Attitude, growth, professionalism, responsibility, and work quality will be evaluated.

Note: Grades will be updated at each grading period and can be viewed on Parent Portal.

Exploration in Agriculture Standards & Expectations:
All students are expected to follow the CLAWS:

- **Come Prepared.** Students should bring something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

- **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.

- **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

- **Work Together.** You will work in collaborative groups throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another.

- **Show Respect.** Exploration in Agriculture students are held to the highest standards of behavior, as you are considered role models for other students. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.

Please Note:
This is your Agriculture Department --- Take excellent care of it!!! Maintain the cleanliness of the room and facilities by cleaning up each day before exiting the classroom. The last few minutes of class will be designated for clean-up and students will be required to put away all materials, pick up the floor, and wipe up any messes. It is expected for tools to be placed in their proper places at the end of each period and the instructor will check to make sure. Missing items will result in students being held in class until the items find their way back.

Enrollment in this class carries with it a great deal of added responsibility. Not only must you regularly attend class, you must also complete your assignments in a timely manner. Many of the activities we do in this class will take everyone working together. Leaving your responsibilities for someone else to complete is unacceptable. We are all part of the Agriculture Department... let's work together!

All school rules and procedures will be enforced in class and students are expected to follow them.
Exploration in Agriculture – Mr. Drumonde
PARENT/STUDENT/TEACHER CONTRACT

By signing this syllabus I understand the policies set forth by Mr. Drumonde. I also understand interference with the learning process can create hazards that may cause injury while working in agriculture classes.

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H. Program of Activities

Each year the Livingston FFA Program of Activities is updated by the members and advisors. The information covered includes the FFA program history, goals set by the chapter officers, and constitution. Attached is the 2018-209 Livingston FFA Program of Activities.
2018-2019
Program of Activities

"Paving the way to the future...Creating our legacy along the way."
Introduction

The Livingston FFA Program of Activities was created to serve as a guide for chapter members, parents, and community members. In the program of Activities or POA for short, you will find everything you need to be a successful member of the Livingston FFA Chapter. The Program of Activities includes information such as; chapter constitution, chapter calendar, leadership conferences, and FFA degrees. We have included information about award programs both at a chapter and state level. In addition you will find important chapter applications within the Program of Activities. If you have any questions or comments about the Program of Activities, please feel free to reach out to Annika Mires our chapter Vice President or an FFA Advisor. We hope you use this Program of Activities to your advantage and become a successful member of the Livingston FFA Chapter!

It is crucial that members have easy access to the Program of Activities. For this reason we have made the Program of Activities accessible at several different locations:

- Any Agriculture Classroom (Room 305, 401, and 403)
- The Principals Office (Mrs. Ballenger)
- The Library

However, we do have a limited number of Program of Activities printed. If you are interested in an electronic version please visit our website or email an Agriculture Instructor.
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Greetings

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Dear Chapter Members,

Welcome to the 2018-2019 school year with Livingston FFA! On behalf of my officer team and our advisors here at Livingston FFA, we look forward to getting to know each member, and show them what they can do through FFA. By signing up for that Ag class, and joining the FFA, you have enrolled in the largest student run organization in the world with over 640,000 members nationwide.

The FFA has a multitude of opportunities for its members to strengthen their communication, leadership, social, and financial skills. Whether you make floral arrangements or judge dairy products, being a part of the FFA is a rewarding experience for all of its members.

As this year's President I encourage you to take advantage of all opportunities that the FFA has to offer and to push your boundaries and step out of your comfort zone. I hope that together, as a chapter, we can all work together to accomplish more than ever. Let's take our theme to heart, Paving the Way in Activities, the classroom, and outside of school.

Sincerely,

Victor Becerra

2018-2019 Livingston FFA President
2018-2019 Officer's Message

Dear Members,

Our 2018-2019 Livingston FFA Theme is “Paving the Way to the future... Creating our Legacy along the Way.” All members are encouraged to take advantage of the opportunities that FFA and agriculture have to offer. Our hope for this year is in your hands, so let's continue to... Pave the Way!

Your 2018-2019 Livingston FFA chapter officer team would like to welcome you to the Livingston High School Agriculture Program. This will be another great year of fun and exciting agriculture activities! You are all invited to learn, grow, and develop in agriculture and FFA through chapter meetings, judging teams, community service, fundraisers, team competitions, recreational activities, and many more! All that we learn and execute will be enjoyable, dynamic, and enlightening. So FFA Members... get ready to leave your legacy!

It is Livingston FFA's goal to make sure that all members are informed about the agriculture industry and the importance of it in our everyday life. There are many agricultural classes to explore in the agriculture industry like veterinary science, food science, exploration in agriculture, horticulture, and floriculture. Our chapter goals are to increase student involvement in all FFA activities. We look forward to redefining history will all of you.

Sincerely,

2018-2019 Chapter Officers
Dear Chapter Members,

This year, we are excited to welcome so many new and returning agriculture students to the Livingston FFA. We are so proud to have you as part of the Livingston FF chapter and look forward to the amazing things you will accomplish this year.

For the 2018-2019 school year, the officers have chosen the theme of “Paving the Way to the Future”. With a theme like this, it is definitely going to be an exciting year full of great agricultural opportunities. Our main focus this year is to begin developing a strong parent booster group and develop our agriculture program into one of the best in the state through providing high quality agricultural education that prepares students for future success.

The main purpose behind the Program of Activities is to establish cooperative group action and development of member responsibility. Without group cooperation and commitment, neither knowledge nor wisdom would accomplish much.

We encourage all FFA members in the chapter to get involved in the activities that are outlined here and help make this year the best year ever for Livingston FFA! From the agriculture classroom, to leadership development events and career development events, to supervised agriculture experiences, you will shine and become part of the Livingston FFA legacy.

Sincerely,

Anthony Drumonde        Danielle Budde        Monica Larson
Welcome, bien venidos, sas ri akal.

Livingston High School is committed to creating college and career ready graduates. I would like you to consider the importance of your child’s education as preparation for his/her life both in and beyond high school. The high school experience is one filled with opportunities to explore various post high school options, to practice skills needed in the workplace, and to develop competency in a variety of subjects. Whether a LHS graduate goes on to college, chooses military service or goes directly to work, he/she is better prepared by earning of a high school diploma and gaining an understanding of the expectations of employers, colleges and universities and our community.

LHS provides an opportunity for each student to explore and succeed. This is something that is not done alone, but rather, with support of parents, school, and the community. At LHS, students have the chance to take responsibility for their choices and actions. Regular attendance and participation in the curricular and extra-curricular activities, provided by a highly qualified teaching staff, will help to prepare each student for his/her future. I challenge you to ensure your student is involved at LHS!

At LHS, we hope that each of you will be full participants in the process. Our administrators, counselors, teachers and classified staff desire to provide the very best educational experience for each and every LHS student. We are here to support students and parents. Please do not hesitate to call upon any of us for assistance or questions. This year is full of opportunities! The choice is yours! Make wise decisions! Take full advantage of a high school experience! Love purple, live gold!

Sincerely,

Mandy Ballenger
History

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The Beginning

The roots of FFA originate from a time when boys were losing interest and leaving the farm. Walter S. Newman, who in September 1925 became the Virginia State Supervisor of Agricultural Education, sought a solution to the problem with Edmund C. Magill, Harry W. Sanders and Henry C. Groseclose, staff members of the Virginia Polytechnic Institute Agricultural Education Department.

Newman proposed forming an organization that offered farm boys "a greater opportunity for self-expression and for the development of leadership. In this way they will develop confidence in their own ability and pride in the fact that they are farm boys." Groseclose immediately began work on a constitution and bylaws for the new organization, and he later suggested a name: Future Farmers of Virginia. The idea was presented during an annual vocational rally in the state in April 1926, where it was met positively. The Future Farmers of Virginia was born.

Two years later, the idea reached the national stage during the American Royal Livestock Show in Kansas City, Mo. That's when 33 young students from 18 states gathered at the Hotel Baltimore to establish the Future Farmers of America. The group elected Leslie Applegate of Freehold, N.J., as its first president and adopted the national emblem – a mark similar to that of the original Virginia emblem – during the new organization's first convention.

In 1929, national blue and corn gold became the official colors of FFA. A year later, delegates adopted the official FFA Creed and by 1933 the familiar Official Dress of blue corduroy jackets was adopted after convention delegates were enthralled by the jackets worn to Kansas City by members of the Fredericktown, Ohio, FFA chapter.

The New Farmers of America

Less than a decade after the formation of the Future Farmers of America in 1928, a national organization for African-American boys interested in agriculture formed in Tuskegee, Ala. The New Farmers of America was modeled after another Virginia organization – the New Farmers of Virginia – and began in 1935. The New Farmers of Virginia was instrumentally started by G.W. Owens and J.R. Thomas, teacher-educators in agricultural education at Virginia State College, and Dr. H.O. Sargent, a federal agricultural education official who later proposed NFA.
The NFA and FFA shared common beliefs. The NFA Creed had six paragraphs, each beginning with "I believe," and its emblem featured only one stylistic difference: an outline in the shape of a cotton boll instead of an ear of corn. A total of 13 states received NFA charters, and by 1965 the NFA and FFA consolidated in recognition of shared missions for agricultural education. In 1973, Texas' Fred McClure became the first African-American national FFA officer, and in 1994 Chicago's Corey Flournoy became the first African-American national FFA president.

**Female Members Gain Official Standing**

Girls were restricted from the earliest forms of FFA membership by delegate vote at the 1930 national convention. The decision to deny female members for many years denied recognition of the key role women have played on farms and in agriculture since the days of the American pioneers. It wasn't until 1969 that females gained full FFA membership privileges by vote of the national convention delegates, despite many state associations permitting female members long before. New York's Anita Decker and New Jersey's Patricia Krowicki became the first two female delegates to the national convention in 1970.

Today, females represent more than 45 percent of FFA members and roughly half of all state leadership positions. In 1976, Washington's Julie Smiley became the first female national FFA officer. California's Jan Eberly became the first female National FFA President in 1982. In 2002, Wisconsin's Karlene Lindow became the first female FFA member to earn the prestigious American Star Farmer Award.

**FFA Today**

Since 1928, millions of agriculture students have donned the official FFA jacket and championed the FFA Creed. All 50 states and two U.S. territories are currently chartered members of the national organization, representing 653,359 student members who belong to one of 8,568 local FFA chapters. It's a testament to the power of common goals and the strong ideals of the FFA founders. Their mission was to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting – it's a science, it's a business and it's an art.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of agricultural career pathways. So today, we are still the Future Farmers of America. But, we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.
California FFA
Association History

A meeting for the purpose of forming the California Association of the Future Farmers of America was held at Hotel Claremont, Oakland, October 26, 1928. This was prior to the National FFA Organization meeting of November 20, 1928, which was held at the Hotel Baltimore, Kansas City, Missouri. Following the National Convention, California received National Charter No. 4. Below is a short timeline of California FFA and Agriculture Education.

1903: Cal Poly SLO opened the first Voc-Ed High School.

1905: UC Davis became a vocational agriculture high school. Bakersfield HS in Kern County was the first comprehensive high school to offer agriculture education.

1908: Gardena High School formed an agriculture program.

1909: Oxnard and Imperial High Schools started agriculture programs.

1911: 25 schools began offering agricultural education.

1916: 93 schools offered agricultural education.

1920: California Agricultural Teachers' Association (CATA) was formed.

1922: Judging contests were initiated.

1923: California State Fair began.

1926: First regional supervisor for agricultural education was hired and located at Fresno State Teachers' College.

1927: Six regional supervisors were on staff.

1928: National Future Farmers of America was formed in Kansas City, Missouri.

1929: First State Convention held for the California Future Farmers of America.

1934: State FFA Convention moved to Cal Poly SLO.

1939: 187 chapters in the California FFA with 8,868 students enrolled in agriculture education.

1940: Cal Poly SLO became a four-year college.

1949: Junior colleges were reimbursed by the Smith-Hughes Vocational Education Act.

1951: 210 high school programs in agricultural education.

1961: 230 high school programs in agricultural education.

1963: Agriculture was defined as more than “farming”.

1965: Fresno State started providing credentialed teachers for the agricultural education profession.

1969: 294 schools with agriculture programs accounting for 28,621 students. First year girls were allowed to be FFA members.

1981: 405 schools had agriculture programs accounting for 45,780 students.

1981: CATA hired a full-time Executive Director – first in the country.

1994: After sixty years as Cal Poly, the State FFA Convention was relocated to Fresno.

2005: California FFA surpassed Texas to become the largest State Association in FFA membership.

2009: Proficiency award areas increased to 53.

2014: 314 high schools had agricultural education programs which accounted for 76,451 students.

2015: Over 5,000 students will attend the State FFA Convention in Fresno.
Livingston FFA History

The Livingston FFA Chapter was chartered in 1936 with 32 members. The program advisor at the time was Victor Osterli. The following is a list of the charter members:

1. Orville Betschart
2. Alvin Bettencourt
3. Edward Bettencourt
4. Emory Bonander
5. Frank Cabral
6. Frank Craig
7. Gerald Dirks
8. Jack Escola
9. Carl Frago
10. Roy Gaddy
11. Atushi Hamaguchi
12. Ralph Hirschorn
13. Robert Hultman
14. Melvin Jost
15. Henry Kashiwase
16. Edward Light
17. Kaora Masuda
18. Louis Mendoza
19. Saburo Minabe
20. Thomas Mitchell
21. Carl Magneiz
22. Howard Neves
23. Myron Neves
24. Kenneth Ohki
25. Charles Purnell
26. Arthur Silva
27. John Silva
28. William Silveria
29. Clarence Switzer
30. Burl Taylor
31. Keichi Yamaguchi
32. Ben Yinokido

First Chapter Officers

First Semester
President: Carl Frago
Vice President: John Silva
Secretary: Henry Kashiwase
Treasurer: Gerald Dirks
Reporter: Thomas Mitchell

Second Semester
President: Gerald Dirks
Vice President: Howard Neves
Secretary: Frank Craig
Treasurer: Saburo Minabe
Reporter: Edward Light

Over the past 83 years the Livingston FFA Chapter has had numerous chapter and student accomplishments. Those accomplishments are:

- 195 State Degree Recipients
- 17 American Degree Recipients
- 21 Superior Chapter Awards
- 10 State Proficiency Winners
- 5 National Band Participants
- 3 Regional Officers
- 3 State Champion Judging Teams
- 2 State Chorus Participants
- 2 State Scholarship Recipients
- 1 National Chapter Award
- 1 National Delegate
- 1 National Scholarship Recipient
- 1 State Nominating Committee Member
- 1 State Star Counselor
Chapter Award History

Star Greenhand

The Chapter Star Greenhand Award is a prestigious award presented every year to the chapter's most active first-year member who has a plans for a strong supervised agricultural experience program and has demonstrated leadership within the FFA is selected to win the Star Greenhand award.

Past Winners Include:

- 2010  Tyler Goulart
- 2011  Maria Castro
- 2012  Gerardo Aguilar
- 2013  Danielle Brusenski
- 2014  Lindsay Silva
- 2015  Diana Barrera
- 2016  Sharanpreet Chauhan
- 2017  Martiza Aguilar
- 2018  Lauryn Franzese

Star Chapter Farmer

Chapter Star Farmer is awarded every year to the 2nd year chapter member who has an outstanding Supervised Agricultural Experience in production agriculture and demonstrates the most involvement in all phases of the chapter's activities.

Past Winners Include:

- 2010  Robert Arroyo
- 2011  Hailey Ward
- 2011  Tyler Goulart
- 2012  Fabian Garcia
- 2013  Gerardo Aguilar
- 2014  Liliana Reyes
- 2015  James Petanan
- 2016  Jill Friesen
- 2017  Annika Mires
- 2018  Jordyn Chance
Outstanding Junior

Outstanding Junior recognition is a new award for 3rd year chapter member who has had an outstanding Supervised Agricultural Experience and has demonstrated above average involvement in chapter, section, region, and state activities through their time in the program.

Past Winners Include:

2018 Victor Becerra

Outstanding Senior

Outstanding Senior is awarded every year to a 4th year chapter member who has had an outstanding Supervised Agricultural Experience and has demonstrated above average involvement in chapter, section, region, and state activities through their time in the program.

Past Winners Include:

2010 Bernardo Garcia
2010 Fidel Castro
2011 Vanessa Drummond
2012 Amanjot Kaur
2012 Alexis Mooney
2012 Sara Cervantes
2012 Gavin Abraham
2012 Robert Arroyo
2015 Hannah Friesen
2016 Liliana Reyes
2017 Anakin Cisneros
2018 Jill Friesen

Work Horse

The Work Horse award is presented to a member every year that has diligently worked hard to ensure chapter success. This individual typically goes unnoticed but is willing to go the extra mile regardless of recognition.

2010 Anahi Pina
2011 Cody Carter
2012 Robert Arroyo
2015 Austin Randall
2016 Yurilla Cuellar
2017 Jasmyn Gomez
2018 Elena Chavez
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<td>Clifford Lovelady</td>
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<td>Ray Ruth</td>
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<td>Pirus Abraham</td>
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<td>Skip Null</td>
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<td>Joe B. Silveira</td>
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<td>Nick Farinelli</td>
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<td>Melvin Machado</td>
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<td>Jodie Wedemeyer</td>
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<td>Mike Monahan</td>
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<td>Damon Brewer</td>
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<td>1985-86</td>
<td>Mary L. Franko</td>
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<td>1985-86</td>
<td>Christi Fogler</td>
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<td>Gene Silveria</td>
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<td>1986-87</td>
<td>Amy Benafield</td>
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<td>Brandon Friesen</td>
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<td>1986-87</td>
<td>Katie Hultgren</td>
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<td>Brett Jantz</td>
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<td>Armando Lobao</td>
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<td>David Mires</td>
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<td>1986-87</td>
<td>Charles Stuhl</td>
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<td>1987-88</td>
<td>Michelle Garcia</td>
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<td>James W. Paine</td>
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<td>Eric Anson</td>
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<td>Bryan Benefield</td>
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<td>Deena Graves</td>
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<td>Mike Harcksen</td>
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<td>1988-89</td>
<td>Pedro Lizama</td>
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<td>1988-89</td>
<td>Scott Oehlschlae</td>
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1988-89  Chris Terra
1988-89  Bret Theodozio
1989-90  Jana Barstow
1989-90  Brian Freitas
1989-90  Kathleen Laurence
1989-90  Blaine Lockett
1989-90  Brent Lockett
1989-90  David Long
1989-90  Mary Monahan
1989-90  Kim Oehlschlaeger
1989-90  Carla Powers
1989-90  Joellen Sawyer
1989-90  Jossie Sawyer
1989-90  John Swiegard
1990-91  Colleen Aguiar
1990-91  Shirley Machado
1990-91  Aaron Silva
1991-92  Jolene Sawyer
1991-92  Susan Speer
1991-92  Daniel Vannest
1992-93  Del Curtice
1992-93  Dexter Long
1992-93  Gil Luera
1992-93  George Machado
1992-93  John Mello
1992-93  John Milward
1992-93  Rachel Moore
1992-93  Scott Moss
1992-93  Les Oswald
1992-93  John Storment
1992-93  Jennifer Van Guilder
1992-93  Nathan Vannest
1993-94  Christine Aguiar
1993-94  Lucas Castillo
1993-94  Jennifer Clinton
1993-94  Ana Huerta
1993-94  Vincent Nebbio
1993-94  Wendy Silva
1994-95  Loyd Tensison
1995-96  Javier Bernal
1995-96  Chris Etheridge
1995-96  April King
1995-96  Samantha Souza
1996-97  Amanda Aguiar
1997-98  Matthew Alvermaz
1997-98  Irene Bernal
1997-98  Summer Lea Huls
1997-98  Krystal Parrott
1997-98  Valentín Perez
1997-98  David Xavier
1998-99  Jacqueline Morfin
1998-99  Jennifer Renee
1999-00  Nicole Jantz
1999-00  Kevin Schoep
1999-00  Bobbi-Sue Silva
2000-01  Marilu Isiordia
2000-01  Jilda Lopez
2000-01  Jaci Marie Luxon
2000-01  Julieann Vieira
2002-03  Megan Jantz
2002-03  Julie Luxon
2002-03  Megan Silva
2003-04  Gabriel Maldonado
2006-07  Devin Burkland
2006-07  Miguel Del Toro
2007-08  Michelle Benziger
2007-08  Kimberly Davis
2007-08  Alexxis Mires
2007-08  Alexander Waite
2008-09  Collin Abraham
2008-09  Fidel Castro
2008-09  Brittney Pacheco
2009-10  Bernardo Garcia
2010-11  Abraham Gavin
2011-12  Roberto Arroyo
2011-12  Amanjot Kaur
2011-12  Alexis Mooney
2011-12  Hailey Ward
2012-13  Stephanie Gonzalez
2013-14  Fabian Garcia
2014-15  Gerardo Aguilar
2014-15  Xena Gonzalez
2014-15  Nancy Guzman
2014-15  Claire Nolan
2014-15  Austin Randall
2014-15  Hayley Randall
2014-15  Georgina Reyes
2014-15  Elias Williams
2015-16  Liliana Reyes
2015-16  Hannah Friesen
2015-16  Hunter Randall
2016-17  Anakin Cisneros
2017-18  Víctor Becerra
2017-18  Jill Friesen
2017-18  Jasmyne Gomez
2017-18  Curtis Griffith
2017-18  Judith Lara
2017-18  Yesenia Lara
2017-18  Rueger Silva
Livingston FFA is proud to have 17 members who have received their American FFA Degree!

1955-56 William Enos
1965-66 Truman Brown, Jr.
1988-89 David Bettencourt
1989-90 Brandon Friesen
1990-91 Amy Benafield
1991-92 Eric Anson
1991-92 Bryan Benefield
1991-92 Mike Harcksen
1991-92 Bret Theodozio
1992-93 Jana Barstow
1993-94 Colleen Aguiar
1997-98 Javier Bernal
1998-99 Samantha Souza
1999-00 Amanda Aguiar
1999-00 Irene Bernal
2002-03 Nicole Jantz
2009-10 Miguel Del Toro
2011-12 Alexander Waite
Honorary Chapter Degree History

Honorary membership is bestowed to 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 Chapter.

Walt Arid
Arthur Rickettes
Mr. & Mrs. Luxon
Joe Alvernaz
Grenadine Russell
Mr. Robert Abraham
Dallas Bache
Louis Schmoll
Mr. Brandon Friesen
Alvin Brown
Glen Shelly
Mr. Vernon Boyd
Joe Carpenter
Joseph Vierra
Mr. & Mrs. Hunt
Margaret Cassall
George Yagi
Chiel Eldridge
Bob Dallas
Mr. & Mrs. Weidmeyer
Miguel Del Toro
Ted Dallas
Mr. & Mrs. Brewer
Alex McCabe
Joe Enos
Mr. & Mrs. John Hultgren
David Mires
Lyle Fowler
Ron Otani
Julie Carvalho
Luther Fragan
Edward Sowers
Mr. & Mrs. Gurrrero
Douglas Frago
Mr. & Mrs. Masasso
Mr. & Mrs. Abraham
Cleo Hamilton
Mrs. Gale Pitts
Mr. & Mrs. Arroyo
Mel Hultgren
Daphne Ritchie
Mr. & Mrs. Medina
George Joseph
Mr. & Mrs. Benafield
Dustin Ross
Arthur Knowles
Mr. & Mrs. Tanachion
Kuljit (Kay) Malhi
Jack Lilly
Mr. Brian Benafield
Scott Weimer
Marvin Marques
Mr. Frank Viera
Mr. & Mrs. Jantz
Tets Morimoto
Mr. & Mrs. Reggie Jantz
Shannon Mooney
Dorothy Prine
Heather Friesen
Mrs. Deena Tsatsaronis
Mrs. Anita Robert
Mrs. Stefanie Kuhr
Mrs. Maria Velasco
Mr. Louis Randall
Livingston FFA Region and State History

1940-41
John Bettencourt-State Secretary

1951-52
Superior Chapter

1954-55
Superior Chapter

1955-56
Superior Chapter

1957-58
Superior Chapter

1958-59
Superior Chapter

1959-60
Superior Chapter

1962-63
Superior Chapter

1973-74
Melvin Machado-National Band Participant
Superior Chapter

1981-82
Jodi Wedemeyer-Region Sentinel

1988-1989
BIG State Champion Team

1989-90
Jana Barstow-State Nominating Committee Member
Bret Theodozio-Region President
Eric Anson-State Proficiency Agricultural Mechanics Winner
Pedro Lizama-State Proficiency Placement in Agriculture Production Winner
Mike Harcksen State Proficiency Swine Production Winner

1990-91
Kim Oehlschlaeger-Region President
Colleen Aguiar State Agri-Entrepreneurship Winner

1991-92
Jana Barstow-State Proficiency Agricultural Sales and/or Service Winner
Aaron Silva-State Proficiency Diversified Crop Production Winner
Aaron Silva-State Star Award Star Farmer Winner

1992-93
Jana Barstow-National Proficiency Agricultural Sales and/or Service Finalist
Aaron Silva-State Proficiency Specialty Crop Production Winner
Gil Luera-State Proficiency Turf and Landscape Management Winner
1995-96
Paul J. Almeida-National Band Participant

1998-99
Matthew Alvernaz-National Scholarship Winner

1999-00
Elisa Azevedo-National Band Participant

2000-01
Fatima Pereira-State Chorus Member
Superior Chapter

2001-02
Jaci Luxon-National Band Participant
Superior Chapter

2002-03
Jaci Luxon-National Band Participant
Superior Chapter

2003-04
Superior Chapter

2004-05
Superior Chapter

2006-07
Superior Chapter

2007-08
Dairy Products State Champion Team
Dairy Products State Champion-Tiffany Meza

2008-09
Superior Chapter

2009-10
Collin Abraham-National Delegate
Collin Abraham-Region President
Collin Abraham-State Scholarship Winner
Superior Chapter

2010-11
Vanessa Drummond-State Committee Chair
Gayvin Abraham-State Committee Chair
Superior Chapter

2011-12
Amanjot Kaur-State Scholarship Winner
Alexis Mooney-State Committee Chair
Superior Chapter

2012-13
Superior Chapter

2014-15
Georgina Reyes-State Chorus Participant
Karen Creighton- State Star Counselor Winner

2015-16
Superior Chapter

2016-17
National Chapter

2017-18
State Champion POA
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<tr>
<th>Year</th>
<th>President</th>
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<td>Mike Monahan</td>
<td>2002-2003</td>
<td>Megan Jantz</td>
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<td>1993-1994</td>
<td>Christine Aguiar</td>
<td>2010-2011</td>
<td>Vanessa Drummond</td>
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<td>1998-1999</td>
<td>Mathew Alvernez</td>
<td>2015-2016</td>
<td>Liliana Reyes</td>
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<tr>
<td>2001-2002</td>
<td>Megan Silva</td>
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# Livingston FFA Past Ag Teachers

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<tr>
<th>Year</th>
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<td>Russell Miller</td>
<td>1995-1996</td>
<td>Derek Dean</td>
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<td>1945-1948</td>
<td>George Hall</td>
<td>1996-2000</td>
<td>Rick Neugebauer</td>
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<td>1960-1985</td>
<td>Robert Olson</td>
<td>2012-2013</td>
<td>Paulina Pinheiro</td>
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<td>1990-1991</td>
<td>Kevin Koelewyn</td>
<td>2015-2017</td>
<td>Brianna Ellis</td>
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<td>1994-1995</td>
<td>Jason Bretz</td>
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Calendars

2018-2019 Chapter Calendar 27-32
Meeting Schedule 33
Field Day Schedule 34
Livingston FFA Calendar

Livingston FFA strives to hold monthly meetings and community service activities for members. Meetings are held before school, during lunch, or even after school so that all members have the opportunity to attend at least one meeting. Monthly meeting are always free and we encourage members, member’s families, community members, and school staff to attend.

August 2018

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<td></td>
<td>Freshmen Club Rush</td>
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- **27** No School Memorial Day

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# Livingston FFA Meeting Schedule

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<td>Slushie social</td>
<td>LHS Cafeteria</td>
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<td>September 25, 2018</td>
<td>6pm</td>
<td>Taco Dodgeball Meeting</td>
<td>LHS Old Gym</td>
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<td>October 30, 2018</td>
<td>6pm</td>
<td>Pumpkins and Popcorn</td>
<td>LHS Quad</td>
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<td>November 14, 2018</td>
<td>6pm</td>
<td>Greenhand and Chapter Degree Banquet</td>
<td>LHS Cafeteria</td>
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<td>December 11, 2018</td>
<td>12:30pm</td>
<td>4 C’s Meeting</td>
<td>Room 403, Room 305</td>
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<td>January 29, 2019</td>
<td>12:30pm</td>
<td>Ag Trivia Meeting</td>
<td>Room 403, Room 305</td>
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<td>February 11-15, 2019</td>
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<td>FFA Week Lunch Activities</td>
<td>LHS Quad</td>
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<td>March 14, 2019</td>
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<td>March Madness Meeting</td>
<td>LHS Old Gym</td>
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<td>April 9, 2019</td>
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<td>Easter Meeting</td>
<td>LHS Cafeteria</td>
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<td>May 10, 2019</td>
<td>6pm</td>
<td>Banquet</td>
<td>Foster Farms</td>
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<td>Arbuckle FFA</td>
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<td>Milk Quality and Dairy Foods Evaluation</td>
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<td>Milk Quality and Dairy Foods Evaluation</td>
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<td>Livestock Evaluation</td>
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<td>Farm Business Management</td>
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<td>Milk Quality and Dairy Foods Evaluation</td>
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<td>Livestock Evaluation</td>
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<tr>
<td></td>
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<td>Veterinary Science</td>
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## Chapter Budget

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Award Trip</td>
<td>$1,000</td>
</tr>
<tr>
<td>Conferences</td>
<td>$5,500</td>
</tr>
<tr>
<td>Field Days</td>
<td>$4,000</td>
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<tr>
<td>Supplies</td>
<td>$750</td>
</tr>
<tr>
<td>Banquets</td>
<td>$2,500</td>
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<tr>
<td>Meetings</td>
<td>$1,250</td>
</tr>
<tr>
<td>Officer Retreat</td>
<td>$800</td>
</tr>
<tr>
<td>Shirts</td>
<td>$250</td>
</tr>
<tr>
<td>FFA Week</td>
<td>$500</td>
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<tr>
<td>Recruitment</td>
<td>$300</td>
</tr>
<tr>
<td>Fundraisers</td>
<td>$6,000</td>
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**Total Expected Expenditures:** $22,850

<table>
<thead>
<tr>
<th>Expected Fundraisers</th>
<th>Estimated Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Ad Sales</td>
<td>$5,000</td>
</tr>
<tr>
<td>Barn Bash</td>
<td>$10,000</td>
</tr>
<tr>
<td>See’s Candy</td>
<td>$800</td>
</tr>
<tr>
<td>Panda Express</td>
<td>$500</td>
</tr>
<tr>
<td>Cookie Dough</td>
<td>$1,000</td>
</tr>
<tr>
<td>Food Faire</td>
<td>$500</td>
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<tr>
<td>T-Shirt Sales</td>
<td>$350</td>
</tr>
<tr>
<td>Serving Dinners</td>
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<tr>
<td>Drive Thru Dinner-Spring</td>
<td>$2,500</td>
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</table>

**Total Expected Income:** $25,150
## Livestock Budgets

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Market Hog</th>
<th>Market Lamb</th>
<th>Market Goat</th>
<th>Market Steer</th>
<th>Dairy Heifer</th>
<th>Fryer Rabbit</th>
<th>Rabbit Meat Pen</th>
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</thead>
<tbody>
<tr>
<td>Purchase of Animal</td>
<td>350</td>
<td>300</td>
<td>275</td>
<td>850</td>
<td>1000</td>
<td>25</td>
<td>75</td>
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<tr>
<td>Livestock Insurance</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>50</td>
<td>60</td>
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<tr>
<td>Veterinary Supplies</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>75</td>
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<tr>
<td>Fair Bedding</td>
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<td>20</td>
<td>50</td>
<td>50</td>
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<td>Feed</td>
<td>250</td>
<td>100</td>
<td>75</td>
<td>700</td>
<td>500</td>
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<td>Show Supplies</td>
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<td>20</td>
<td>20</td>
<td>50</td>
<td>50</td>
<td>10</td>
<td>10</td>
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<tr>
<td><strong>Total Estimated Expenses</strong></td>
<td><strong>680</strong></td>
<td><strong>475</strong></td>
<td><strong>425</strong></td>
<td><strong>1730</strong></td>
<td><strong>1735</strong></td>
<td><strong>45</strong></td>
<td><strong>105</strong></td>
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## Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Hog (230lbs. @ $3/lb.)</td>
<td>690</td>
</tr>
<tr>
<td>Sale of Lamb (130lbs. @ $3.75/lb.)</td>
<td>487.50</td>
</tr>
<tr>
<td>Sale of Goat (100lbs. @ $4.50/lb.)</td>
<td>450</td>
</tr>
<tr>
<td>Sale of Steer (1200lbs. @ $1.50/lb.)</td>
<td>1800</td>
</tr>
<tr>
<td>Sale of Dairy Heifer</td>
<td>1800</td>
</tr>
<tr>
<td>Sale of Rabbit(s)</td>
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<tr>
<td><strong>Total Estimated Income</strong></td>
<td><strong>690</strong></td>
</tr>
<tr>
<td><strong>Total Net Profit</strong></td>
<td><strong>10</strong></td>
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</tbody>
</table>
Committee Structure and Membership
2018-2019 Livingston FFA Committees

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each other develop themselves as group members. Therefore our chapter is dedicated to helping all students develop their leadership skills. One of the easiest ways to get involved in the Livingston FFA is to become a member of one of the committees ran annually by our members.

Committee Structure:
Livingston FFA has committee's to serve our chapter's needs. These committees fall under one of the three divisions outlined by the National FFA Organization. The three divisions are: Student, Chapter, and Community.

The following committees fall under each division:

**Student:**
- Awards and Applications
- Chapter Meeting and Activities

**Chapter:**
- Budget and Fundraising
- Scrapbook
- Website

**Community:**
- Community Service
- Public Relations
- Recruitment

Our Chapters Executive Committee oversees all other chapter work.

Committee Membership

*Standing Committee's:*
Each of our committee consists of four to seven chapter members. Each committee has a chairman, committee members, and a presiding officer. To be on a committee students must complete a committee member application and be enrolled in our Ag Leadership course. These committees hold meetings at least once a week. Members can serve on more than one committee; however a member can't be a chairman for two committees.

*Executive Committee:*
The executive committee is the main driving force of the Livingston FFA Chapter. This committee consists of the elected officers and the three chapter advisors. The committee includes the following chapter officers; President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian. The President serves as the Chairman of the committee.
The advisors will not vote on business that it conducted during the executive meetings. They should only serve in an advisory capacity. However, if an item seems dangerous, fails to follow school policy, or isn't financially sound, the advisor can veto the decision.

Members of the executive committee are senior members. Each member of the executive committee will serve as a presiding officer for two standing committees.
Committee Goals, Objectives, and Plans

Chapter Committees
**Awards and Applications**

Chairman: Alondra Aquino  
Committee Members: Emily Solorio, Adan Barajas, Jennifer Garcia, and Christian Millan  
Presiding Officer: Jordyn Chance  
Meetings: Every Friday  
Objective: The committee will complete chapter awards for banquets and FFA meetings. In addition, the committee will revise and distribute applications for conferences, officers, and proficiencies.  
Committee Goal: The committee's goal is to create an electronic and physical copy of all chapters, section, regional, and state applications for easy access for years to come.  
Plan: To get at least complete one application every two weeks and to file in our chapters application binder and file on Mr. Drumonde's computer.

**Budget and Fundraising**

Chairman: Neveya Villa  
Committee Members: Aahil Bath, Devin Guettinger, Stephanie Rojas, and Gonzalo Ayala  
Presiding Officers: Derek Brusenski  
Meetings: Every Friday  
Objective: The committee will plan and execute all chapter fundraisers. The committee will create and budget that is logical for our chapter.  
Committee Goal: Every academic quarter the chapter will hold at least one successful fundraising activity. The committee will strive to double the amount of income for each fundraiser compared to last year's numbers.  
Plan: To implement all fundraisers and complete a follow-up that evaluates the effectiveness of the fundraiser.

**Chapter Meetings and Activities**

Chairman: Nataly Cardenas  
Committee Members: Saj Bagri, John Martinez, Leuna Luis, and Robert Roach  
Presiding Officer: Victor Becerra  
Meetings: Every Friday  
Objective: The committee will assist the chapter officers in planning and conducting the monthly FFA meetings. The committee will also be responsible for researching ways to make currently FFA activities more exciting to boost member engagement.  
Committee Goals: The committee will strive to increase member participation by 20% from last year's meetings attendance.  
Plan: The committee will poll members and ask for their feedback on how meeting and activities can be improved a day after each event.
Community Service
Chairman: Ashly Leos
Committee Members: Fred Velasquez, Aahil Bath, Myles Ballenger, and Braulio Lopez
Presiding Officers: M'Lyssa Frago
Meetings: Every Monday
Objective: The committee will organize, promote, and execute all chapter community service events.
Committee Goal: The committee has a goal of holding at one community service activity per month.
Plan: The committee will make sure that projects give back to our school, town, county, and state. The committee plans to have an outlined plan of action for at least two weeks before the event occurs.

Program of Activities
Chairman: Fred Velasquez
Committee Members: Jenna Bates, Ashley Leos, Myles Ballenger, and Cesar Salas
Presiding Officer: Annika Mires
Meetings: Every Friday
Objective: The committee will create and distribute a program of activities that showcases our chapter’s history, opportunities, and leadership.
Committee Goal: The committee will create a program of activities that will be competitive at a section, region, and state level.
The committee is responsible for having the program of activities completed by November 1st.
Plan: The committee plans on completing at least two parts of the POA on a weekly bases and will submit them to Mr. Drumonde

Public Relations
Chairman: Steffany Hernandez
Committee Members: Nathaly Guzman, Aida Fernandez, Savannah Black, and Daysi Guzman
Presiding Officers: Lauryn Franzese and Kaci Schmidt
Meetings: Every Friday
Objective: The committee will be responsible for maintaining social media websites, writing articles, and for creating monthly newsletters.
Committee Goal: The committee will post on social media weekly and create monthly newsletters.
Plan: The committee will write an article for each event and will turn it into Mr. Drumonde within a week of the events date.
Recruitment
Chairman: Saj Bagri
Committee Members: Neveya Villa, Adan Barajas, Francisco Bravo, and Edith Lopez
Presiding Officers: Victor Becerra and Derek Brusenski
Meetings: Every Monday
Objective: The committee will create materials to hand out at recruitment activities and will schedule recruitment activities with local schools and organizations.
Committee Goal: The committee will be responsible for creating a brochure, flyer, poster board, video, and presentations for recruitment events.
Plan: The committee will turn in work on a weekly base, so he can provide constructive feedback. The committee plans on recruiting at Livingston Middle School.

Scrapbook
Chairman: Emily Solorio
Committee Members: Alondra Aquino, Nathly Guzman, Itzel Partida, and Giselle Partida
Presiding Officer: Kaci Schmidt and Annika Mires
Meetings: Every Monday
Objective: The committee will document our chapter’s history by designing a chapter scrapbook that will be competitive on a regional and state level.
Committee Goal: The committee’s goal is to create a scrapbook that will represent all the chapters’ events.
Plan: The committee will complete one page of the scrapbook weekly and turn it into Mr. Drumonde.

Website
Chairman: Jenna Bates
Committee Members: Nataly Cardenas, Vanessa Medel, Devin Guettinger, and Alexia Solis
Presiding Officers: Jordyn Chance and Lauryn Franzese
Meetings: Every Monday
Objective: The committee will create and maintain a chapter website that will keep our members and community updated on Livingston FFA activities.
Committee Goal: The committees’ goal is to create a website that showcases our activities. The committee will create a website that can be competitive at a state level.
Plan: The committee will complete the website by December and update it every Friday.
Points Award System
Plaque awards will be presented to the top twenty in terms of total points according to this “Point Club” system. 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 advisor.

Points are earned as follows:

### Leadership

<table>
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<tr>
<th>Degrees</th>
<th>Points</th>
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<tr>
<td>Greenhand Degree</td>
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<tr>
<td>Chapter Degree</td>
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<tr>
<td>State Degree</td>
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<table>
<thead>
<tr>
<th>Officer</th>
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<tr>
<td>Chapter Officer</td>
<td>200</td>
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<tr>
<td>Sectional Officer</td>
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<tr>
<td>Regional Officer</td>
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<table>
<thead>
<tr>
<th>Conferences</th>
<th>Points</th>
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<tbody>
<tr>
<td>Greenhand Conference</td>
<td>200</td>
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<tr>
<td>Made For Excellence</td>
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<tr>
<td>Advanced Leadership Academy</td>
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<tr>
<td>Sacramento Leadership Experience</td>
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<tr>
<td>State Leadership Conference</td>
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<tr>
<td>Sectional Officer Leadership Conference</td>
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<tr>
<td>Chapter Officer Leadership Conference</td>
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Attendance at chapter meeting (10 Points per Meeting) ........................................

Wearing FFA attire at chapter meeting ............................................................ 25
Bringing a parent to a meeting..............................................................25
Representing Chapter at:
  Sectional Meeting...........................................................................50
  Regional Meeting...........................................................................100
  State Meeting................................................................................150
  National Meeting...........................................................................200
Committee Chairperson.....................................................................100
Committee Member...........................................................................50
State Sub Committee Chair..............................................................200
Own FFA Jacket................................................................................100
Officer in other School Organization...............................................50
Total Leadership Points................................................................... ____

Projects

Each approved Enterprise...................................................................50
Entry into local project competition................................................40
Entry into sectional project competition.........................................60
  Gold Award...................................................................................200
  Silver Award.................................................................................100
  Merit Award Winner.................................................................200
  Division Winner...........................................................................150

Proficiency Awards
  Local Winner................................................................................25
  Sectional Winner..........................................................................50
  Regional Winner..........................................................................75
  State Winner...............................................................................200

Exhibiting at Fairs and Shows
  Ornamental Horticulture/Floriculture Exhibit............................50
  Landscape Exhibit.......................................................................100
Landscape

First ................................................................. 50
Second-Fifth ..................................................... 25
Each Large Animal Entry ........................................... 100
Each Small Animal Entry ......................................... 50
Grand Champion .................................................. 100
Reserve Grand Champion ........................................ 70
Champion (Best Breed) ........................................... 50
Reserve Champion (Best Breed) ................................. 40

Showmanship (Advanced, Novice, and Freshmen)

First ................................................................. 100
Second .............................................................. 80
Third ................................................................. 60
Fourth ............................................................... 40
Fifth ................................................................. 20

Round Robin/Master Showmanship

First ................................................................. 200
Second .............................................................. 120
Third ................................................................. 100
Fourth ............................................................... 80
Fifth ................................................................. 60

Market Animal

Group 1 .............................................................. 10
Group 2 .............................................................. 5

Breeding Animals

First ................................................................. 50
Second-Fifth ..................................................... 25
Market Animals

First ................................................................. 50
Second-Fifth ......................................................... 25
Other Special Awards or Recognitions .......................... 25
Total Project Points ...................................................

Career Development Events and Leadership Development Events

Career Development Event

Team Member ..................................................... 150

Each Contest (25 Points Each) ....................................

Top Five- Team Overall (100 Points Each) ......................

Top Five- Individual Overall(100 Points Each) ..............

State Finals .......................................................... 100

Top Five-Team Placing ............................................ 500
Top Five-Individual Placing ....................................... 500

Leadership Development Events

Chapter Level ........................................................ 50
Sectional Level .................................................... 100
Regional Level ..................................................... 250
State Level .......................................................... 300
State Finalist (Top 5) ............................................ 400
State Champion ................................................... 500
Total CDE’s and LDE’s .............................................

48
Awards and Honors

Star State Sectional Farmer ................................................................. 50

Star State Reporter
  Bronze ....................................................................................... 25
  Silver ......................................................................................... 50
  Gold ............................................................................................ 100

Start State Regional Farmer ........................................................... 100

State Scholarship Finalist .............................................................. 100

State Scholarship Winner ............................................................... 250

Total Awards and Honors .................................................................

Chapter Work

Fundraisers (1pt./every $1 sold, Max. 500pts.) ........................................

Served at Dinners ............................................................................... 50

Community Service Activities (50pts./Activity) ......................................

Total Chapter Work .................................................................

Total Points

Leadership ......................................................................................

Projects ...........................................................................................

CDE’s and LDE’s ................................................................................

Awards and Honors ...........................................................................

Chapter Work .....................................................................................

Total Points for the 2017-2018 Year .................................................

49
Constitutions and By-laws

Livingston FFA Chapter Constitution 51-57
Sectional Constitution and By-laws 58-62
Regional constitution and By-laws 63-67
State and National Constitution and By-laws 68
Chapter Constitution

Livingston FFA Chapter
Revised August 2017

Article I- Names and Purposes

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

Section B. The Purposes for which this Chapter is formed are 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 recreational activities for agriculture students.

Article II- Organization

Section A. The Livingston FFA Chapter is a chartered local entity of the Merced-Mariposa 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% affiliation Chapter where every student becomes 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
in 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 defined 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.
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 qualifications:

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 chapter officers of the Livingston FFA Chapter shall be: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian.

Clause 2: These officers and advisors 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, unless there are less than 12 candidates running, then a nominating committee will select the officers. Ties between the two candidates shall be broken by the decision of the FFA Advisor.

Section C. The nominating committee shall be composed:

1. Of the past FFA President
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).
5. Administration and/or supporting staff may be added to nominating committee as needed.
Section D. Officer Eligibility. Minimum qualification to run for chapter office.

1. Must have and maintain a 2.5 Grade Point Average
2. For the office of president:
   a. The applicant must have already completed at least 2 years of Agriculture classes
   b. And/or held the Chapter FFA Degree.
   c. The office of chapter president cannot be repeated
3. Other offices required:
   a. Have completed a year of agriculture 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 constituting 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 and conduct meetings according to accepted 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.
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 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.
   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 the 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 monthly 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.
7. Create and maintain chapter website.

Clause 6: Sentinel

1. Assist the president in maintaining order.
2. Keep the meeting room, equipment and supplies improper 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.

Clause 9: Officer Deadlines

1. All business in need of attention must be completed within 2 weeks after the event.

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 the Merced County Spring Fair if:

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

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

1. The 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.

Section C. Alumni members wanting to show one year upon graduation must hold the Golden State Degree to be eligible.

Article X- Amendments

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

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

Article XI- Ratification of the Constitution

Section A. The constitution shall become effective when passed by majority vote of the members voting.
Article I – Name and Purpose

Section A: The name of this organization shall be referred to as the Merced/Mariposa Section of Future Farmers of America. It is a section of the Central Region and the California Association of Future Farmers of America.

Section B: The purposes for this organization as formed are as follows:

Clause 1: To promote and encourage the fulfillment, on the sectional and chapter level, of the twelve (12) purposes of the organization, as outlined in the state constitution.

Clause 2: To provide and actively promote inter-chapter activities on a sectional basis.

Article II – Membership

Section A: The members of the organization shall be active, associate, and honorary members of the Atwater, Dos Palos, Gustine, Hilmar, Le Grand, Livingston, Los Banos, Mariposa, Buhach Colony, Merced, Golden Valley, Pacheco, El Capitan, Delhi, and Stone Ridge Chapters.

Article III – Officers

Section A:

Clause 1: The officers of the Merced/Mariposa Section shall be: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Sectional Advisor.

Clause 2: These officers shall constitute the Executive Committee.
Section B: The six (6) elected officers of the section shall be elected annually by majority vote of the voting delegates present at the election meeting.

Section C: To run for sectional officer the candidate must hold the Chapter FFA degree, be a sophomore or junior, and currently enrolled in high school in an agriculture education program.

Section D: A letter of resignation should be sent to the sectional advisor in the case of any officer being unable to fulfill their responsibility. An office constitutes being vacant when the officer is absent from three meetings, either a regular meeting or an executive meeting. Should any vacancy occur in any office, the president may appoint a member to fill the office until the next regular election with majority vote or consent from the voting delegates at the regular or special meeting.

Section E: The duties of the officers shall be:

Clause 1: President – To preside over all sectional meeting, conduct all business, represent the section at all activities, call special meetings, appoint committees, and serve as the ex-officio member of these committees.

Clause 2: Vice President – To preside over meetings in the absence of the president. Assist the president in conducting special activities, assume duties of the president in the event the office becomes vacant by resignation or otherwise.

Clause 3: Secretary – To conduct all sectional correspondence and record minutes of all meetings.

Clause 4: Treasurer – To be custodian of all section funds, and to keep a record of all section debts and credits.

Clause 5: Reporter – To report to the public all events and activities of the section. To maintain a sectional newsletter.

Clause 6: Sentinel – To take care of all paraphernalia, keep the meeting room comfortable, and help the president in maintaining order.

Clause 7: Advisor – To advise the organization in all problems and to help members in any way necessary. To assist the president in conducting the activities of the section. The chapter advisor of the sectional president will be the section advisor.

Section F: Sectional Officer Elections:

1. Each chapter will receive a sectional officer application one month prior to the sectional elections.
2. Each chapter is allowed to run any student that is a sophomore or junior who is in satisfactory standing at the Chapter level with at least their Chapter FFA Degree.

3. The application will be due two weeks prior to the elections.

4. The sectional advisor will review applications to make sure all applicants are eligible and create an interview schedule. The interviews will be scheduled in 10 minute intervals starting with the chapters closest to the interview site and ending with Mariposa. Interviews shall be held one week prior to the scheduled sectional meeting.

5. The interview panel will consist of the highest ranking current sectional officer who is not running for re-election. In addition, two advisors from the Merced/Mariposa section who do not have any applicants for sectional office. If two advisors are not available, then advisors from other sections or other qualified candidates will be asked to be part of the interview panel. The current sectional officer advisor will act as a consultant and be a non-voting member of the interview panel.

6. The interview panel will score each applicant separately without discussion. Once interviews are completed a maximum of 12 candidates will be chosen on interview and application scores. These 12 candidates will be placed on the ballot. The ballot of officer candidates will be emailed out to all candidates and all Merced Mariposa Advisors before 7:00 pm on the evening of the interview.

7. The ballot will be presented to the delegates at the spring meeting. Candidates will then have 15 minutes to campaign the delegates. All campaign paraphernalia must be free standing and must be taken home after the meeting is over. No campaign paraphernalia may be given to FFA members except paper less than or equal to 81/2” by 11”. No visible objects can be worn. No stickers will be permitted. No campaign paraphernalia can be passed out prior to the presentation of the ballot.

8. Each candidate will give a 2 minute campaign speech. All officer candidates shall remain in full dress uniform throughout the campaign and election process. No props of any kind may be used during the candidates’ speech.

9. The election of all officers and special elections are done by secret ballot and counted by an advisor that has no candidates running for sectional office.

10. Each chapter is entitled to have 2 voting delegates to represent the chapter in all sectional meetings.

11. After speeches, the delegates will then vote for their top six candidates out of a possible twelve. The 6 candidates with the most votes will be appointed to sectional office. These 6 candidates once elected, will then be assigned an office by the original interview committee directly after the election.
12. No chapter may have more than 2 presiding officers at the time of election. This allows for any officers that transfer to another school within the section to do so without losing office.

Article IV – Voting Delegates

Section A: The elections of all officers and other special elections shall be by secret ballot.

Section B: Each chapter is entitled to have two (2) voting delegates to represent the chapter in all sectional meetings.

Article V – Dues and Assessments

Section A: Annual dues and fees will be determined by the membership of the Merced/Mariposa Section California Agriculture Teachers Association (CATA) Treasurer following the assessment of the sectional financial status. The payment of dues and fees will be due on December 1, of the Sectional fiscal year which begins immediately after the election of the officers for the Merced/Mariposa Section of Future Farmers of America.

Section B: Special assessments, which may become necessary from time to time for special activities that need extra support, will be determined by the Executive Committee and the Section CATA membership and collected by the CATA Treasurer. All special assessments for any sectional activity must be paid by the chapter prior to the activity or that chapter will not be allowed to participate.

Section C: Any chapter which has not submitted their dues and entry fees within the set time periods will no longer be considered in good standing and will not be allowed to participate in any other sectional activity until their payments have been made.

Article VI – Meeting

Section A: Meetings shall be called by the president at regular intervals to plan activities and conduct business. Special meetings may be called by the president when the need arises.

Article VII – Procedure

Section A: Parliamentary Procedure used in the meetings shall be in Accordance with the Robert’s Rules of Order.
Section B: Each regular Section Meeting shall open and close with the Official FFA Ceremonies. The regular meetings of the Merced/Mariposa Section shall include: The Opening and Closing Ceremonies Contest, Sectional Project Competition, Best Informed Greenhand Contest, Super Saturday Public Speaking Contest (Creed, Impromptu, Prepared, Extemporaneous, and Job Interview Contests), Co-op Quiz Contest, Sectional Parliamentary Procedure Contest, and the Officer Elections.

Section C: The Merced/Mariposa Section shall put on special activities as deemed necessary.

Article VII – Amendments

Section A: Proposed amendments to this Constitution of the Merced/Mariposa Section of Future Farmers of America shall be submitted in writing to the Executive Committee for consideration. After reviewing the proposed amendment the Executive Committee will send copies to each chapter. At the next regular meeting following the completion of the above acts, the proposed amendment shall be presented to the voting delegation.

Section B: Amendments to this constitution may be adopted by a two thirds vote of the voting delegates present at any regular or special meeting in accordance with Section A, Article VII of this constitution with approval of the Executive Committee of the Central Region of FFA.

Section C: Ratification of this constitution and/or its repealment after ratification and adoption shall consist of a passing vote of two thirds of the voting delegates from each of the following chapters: Atwater, Buhach Colony, Delhi, Dos Palos, El Capitan, Golden Valley, Gustine, Hilmar, Le Grand, Livingston, Los Banos, Mariposa, Merced, Pacheco and Stone Ridge.
CENTRAL REGION
CONSTITUTION
Revised February, 1989
Typo edited August, 2011
Amended October 1, 2011
Amended February 2012
Amended October 2015
Amended October 2017

ARTICLE I. NAME AND PURPOSE OF THE ORGANIZATION

Section A. The name of this organization shall be the “Central Region of the California Association, Future Farmers of America.”

Section B. The purposes for which this organization is formed are as follows:
1. To promote and encourage the fulfillment, on a Regional level, of the twelve (12) purposes of the organization, as outlined in the State Constitution.
2. To provide and actively promote inter-chapter activities on a Sectional and Regional basis.

ARTICLE II. MEMBERSHIP

Section A. The members of this organization shall be active members in good standing in the chapters of the Central Region, as defined in the State Constitution.

Section B. To be eligible for office, a member must hold the degree of Chapter Farmer and be a Junior in their high school at the time they are elected to office and must maintain a 2.0 Grade Point Average.
ARTICLE III. OFFICERS

Section A. The officers of the Central Region of the California Association of Future Farmers of America shall be:

President
Vice President – At Large representative
Vice President – North Area representative (Yolo, Sacramento, Delta Cal)
Vice President – South Area representative (Stan/T, Tri Rivers, Merced/Mar)
Secretary
Treasurer
Reporter
Sentinel
Regional Advisor

The officers of the region shall be elected annually by a majority vote of the delegates at the regular annual Regional Meeting held in the spring of each year. The Regional Supervisor serves as the Regional FFA Advisor.

Section B. All elected regional officers shall assume office at the Spring Regional Meeting of the calendar year in which they are elected. Unless removed from office for cause by the Executive Committee, they shall hold office for one full year. All vacancies may be filled by vote of the current Regional Officers.

ARTICLE IV. DUES

Section A. Regional dues shall be fixed annually by the State Association.

ARTICLE V. MEETINGS

Section A. One Regional Convention, and other meetings only as needed, shall be held each year at such time and place as designated by a consensus of the elected officers.

Section B. The Executive Committee shall meet as a planning committee preceding the Annual Spring Regional Meeting.

Section C. Special meetings may be called at any time by the President.
ARTICLE VI. AMENDMENTS

Section A. Amendments to the Regional Constitution or By-Laws shall be submitted, in writing, by FFA Chapter, Section or Region officers, to the Executive Committee for consideration by January 10 preceding the Spring Regional meeting. They shall be prepared for voting upon recommendations. The Regional Officers will distribute the proposed amendment three weeks prior to the Regular Spring Regional Meeting to all Central Region chapters. (amended 10/1/11)

BY-LAWS

ARTICLE I. OFFICERS

Section A. Procedure of Election

1. All retiring Regional Officers and the Regional Advisor shall serve as the Nominating Committee. The nominating committee shall nominate two (2) candidates per office.

2. During the election process, candidates who are not elected to the office they were originally slated, may choose to slide to one (1) other position on the ballot. [Exceptions: The President and Vice President – At-Large are able to slide to the appropriate Area Vice President position. The North Area Vice President cannot slide to the South Area Vice President and vice versa, depending on which is elected first.]

3. There will be no nominations accepted from the floor.

4. There will be no more than four (4) candidates allowed to run for each position.

5. All regional officers shall be elected by majority vote of the delegates present at the annual Spring Region Meeting.

6. All candidates must give a speech not to exceed two (2) minutes. If the candidate exceeds the time limit, time will be called and the microphone will be disabled.

7. In addition to a candidate speech, each candidate will have one (1) minute to answer a question in an impromptu fashion in front of the delegates. The questions shall be based on agriculture, agricultural education or FFA issues and will be prepared in advance by the Nominating Committee. Every candidate running for a particular position will answer the same question, having been prevented from knowing or hearing them in advance (i.e. all secretary candidates will respond to the same question.) After one (1) minute, time will be called and the microphone will be disabled.
Section B. Duties

1. President
   a. It shall be the duty of the President to preside over all meeting of the Central Region of the California Association, Future Farmers of America, and over all the meeting of the Regional Executive Committee.
   b. The President shall call one Regional meeting each year.
   c. The President shall call special meetings of the Regional Organization or of the Executive Committee when requested to do so by a majority vote of the Regional Executive Committee or by the Regional Advisor. Other duties may be assigned by the Executive Committee.
   d. The President shall appoint all special committees and may serve as an ex-officio member of these committees.
   e. The President shall attend State Executive meetings as the representative of the Central Region of Future Farmers of America. If not able to attend, the President is to notify the regional advisor and a representative shall be appointed.

2. Vice President
   a. The Vice President At-Large shall assume all duties of the President in the event that the office becomes vacant by resignation or otherwise.
   b. The Vice President At-Large shall preside over all meetings in the absence of the President and shall assume all other duties the President as assigned by the Executive Committee.
   c. The Northern Area and Southern Area Vice Presidents shall assume all duties as a Central Region Officer and serve as liaisons between the sections of their respective area and the Central Region.

3. Secretary
   a. The Secretary shall perform the duties common to this office that include keeping an accurate record of the minute of the Regional Organization or of the Executive Committee.
4. Treasurer
   a. The Treasurer shall perform all duties common to such an office and any other duties as directed by the Regional Advisor or the Executive Committee.

5. Reporter
   a. It shall be the duty of the Reporter to prepare all news notes suitable for publication, particularly in the FFA New Horizons.

6. Sentinel
   a. It shall be the duty of the Sentinel to assist in the conduct of all Regional meetings — by greeting the guests, seating the delegates, arranging the paraphernalia, displays, and decorations and carrying out any other duties assigned to him/her by the President.

7. Regional Advisor
   a. The Regional Advisor is a member of the Executive Committee and an ex-officio member of all committees. It is his/her duty to advise the Executive Committee and other committees on matters of policy and assist the Regional Officers in conducting the meetings and programs.

   b. The word of the Regional Advisor shall be final in cases of the interpretation of this Constitution or By-Laws between Regional Executive meetings.

ARTICLE II. VOTING

   a. Each chapter in good standing is entitled to two delegates to represent their chapter at all Regional meetings.

   b. Each member of the Regional Executive Committee shall have a vote at all Regional meetings.

ARTICLE III. COMMITTEES

Section A. There shall be an Executive Committee consisting of the eight current elected Regional Officers and the Regional Advisor. The Executive Committee is authorized to act in the name of the Central Region Future Farmers of America between annual conferences, subject only to such regulations and by-laws as may be adopted by the Central Region Future Farmers of America.

Section B. The Regional Officers shall be empowered to perform all business of the Central Regions between annual meetings.
State and National Constitution and By-laws

Due to the length of both the State and National Constitutions we are unable to include them in our Program of Activities. However if you would like to view them please visit the URLs below.

California Association Future Farmers of America Constitution and By-laws:

https://www.calaged.org/docs/sidemodules/State%20FFA%20Constitution%20Revised%20April%202017_89479.pdf

National FFA Organization National Constitution:

https://www.ffa.org/SiteCollectionDocuments/about_constitution.pdf

National FFA Organization By-laws:

https://www.ffa.org/SiteCollectionDocuments/about_bylaws.pdf
Chapter Applications

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Chapter Applications

All applications related to Livingston FFA chapter can be accessed through all Livingston high school agriculture instructors. Each instructor can provide you with an electronic or hard copy of each application that is found within the program of activities. It is our goal that we will eventually have all our chapter applications on our website. In the meantime feel free to ask an Ag teacher for an application today!

The following applications are included within our program of activities:

- Livingston FFA Chapter Officer Application
- Livingston FFA Chairperson and Committee Application
- Chapter FFA Degree Application
- Greenhand FFA Degree Application
- Livingston FFA Greenhand Officer Application
- Livingston FFA State FFA Conference Application
Livingston FFA Chapter Officer Application

Name ___________________________ Age ________

Address ____________________________________________

Year in Agricultural Education ___________ Year in FFA __________________________

Office(s) applying for: ________________________________

Current degree: ______________________________________

List your FFA activities:
_____________________________________________________
_____________________________________________________
_____________________________________________________

Describe your current SAE program:
_____________________________________________________
_____________________________________________________
_____________________________________________________

List other school/community activities:
_____________________________________________________
_____________________________________________________
_____________________________________________________

Are you willing to spend extra time in planning and conducting chapter meetings and activities?
Yes    No

Do you own a FFA jacket? Yes_______ No_______

Do you have a C (or 2.0) grade average? Yes_______ No_______
In the Space provide answer the following questions in 250 words or less.

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

Why are you interested in becoming a Chapter Officer and what contribution will you make?

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

Explain your thoughts on teamwork. How will you encourage teamwork among the officer team? Are you a good team player?
Do you have goals for yourself as an officer? What do you hope to gain from being an FFA chapter officer?

I will follow the FFA code of ethics, and maintain my grades each marking period at a high level enough to be eligible for sports. I understand that failure to do these things will result in my being removed from office.

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

__________________________________________
Applicant Signature

__________________________________________
Parent Signature

__________________________________________
Print Name

__________________________________________       _______________
Signature                                      Date
Livingston FFA Officer Code of Conduct

The interview committee will slate no more than 12 candidates for office.

All elected officers of the Livingston FFA will:

1. Refrain from any illegal activities including: drinking, tobacco use, theft, drug use, etc.

2. Officers are expected to be present at all executive committee meetings and regular FFA meetings, including official FFA functions. The officer must obtain prior approval in the event an activity will be missed. Emergency situations will be reviewed by the remainder of the executive committee.

3. All officers must know their ceremony part and wear their jacket to regular FFA meetings.

4. Officers should not be suspended from school for any reason.

If the code of conduct is broken, the following consequences will apply:

1. First 2 offenses will be reviewed by the rest of the executive committee with the power to determine appropriate action.

2. 3rd offense will result in the officer being removed from office.

3. Advisors reserve the right to remove an officer at any time they deem necessary.

Signature of Officer Candidate ________________________________

Signature of Candidate’s Parent ________________________________
Livingston FFA Chairperson and Committee Member Application

Name: ___________________________     Date: ______________
Address: ___________________________
Phone Number: _____________________     Grade: _______     GPA: _______

Ag Classes Taken:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Ag Classes Enrolled In:
_________________________________________________________________
_________________________________________________________________

Livingston FFA Committee’s:

Budget and Fundraising: Responsible for organizing chapter budget and fundraisers.
Chapter Meetings and Activities: Responsible for assisting the officer team with refreshments and recreational activities for all chapter meeting and banquets.
Program of Activities: Responsible for compiling the program of activities and distributing as needed.
Public Relations: Responsible for creating chapter newsletters, bulletin boards, and assisting with the publication of articles.
Awards and Application: Responsible for creating, distributing, and filling out award applications.
Website and Social Media: Responsible for creating and maintain a website and social media accounts.
Scrapbook: Responsible for compiling the scrapbook.
Recruitment: Responsible for creating and presenting material for recruitment opportunities.
Community Service: Responsible for managing chapter community service activities.
Top 3 choices for the committee's you would like to serve on:

1. ______________________________
2. ______________________________
3. ______________________________

Why do you want to serve on the committee's mentioned above?

Would you prefer to be a chairman, who leads the committee work and committee meetings? Or would you prefer just be a committee member who participates in committee discussion and assist in carrying out the committee's work?

Circle one:

Committee Chairperson    Committee Member

Explain your above choice here:

By signing this application I understand the responsibility I will have if I am chosen as a Committee Chairperson or a Committee Member. In addition I agree that I will participate in Committee Monday's and Friday's in Ag Leadership.

Applicant's Signature _______________________________ Date ________________

Parent/Guardian's Signature _______________________________ Date ________________

Turn Application into Mr. Drumonde in Room 403.
2018-2019 Livingston FFA Chapter Degree Application

Name: __________________________________________________________
Address: _________________________________________________________
Telephone: ___________________________ Age: _______________________
Current Ag Class: _________________________________________________

SAE Project: _______________________________________________________

Future Ag Courses:
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Future FFA Plans:
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

I know and understand the following (check all that apply):

_____ Participated in the planning and implementation of at least three official FFA chapter activities.
_____ Have developed plans for continued growth and improvement of their SAE program.
_____ Effectively led a 15 minute group discussion for 15 minutes.
_____ Demonstrate five parliamentary law procedures.
_____ Have a satisfactory academic record.
_____ Complete a minimum of 10 hours of community service activities.

The following events are mandatory for all applicants:
Chapter Degree Banquet on November 14th at 6:30pm in the Cafeteria

Will you be able to attend? ________________________________

Applicant's Signature: _____________________________________________
Parent/Guardian's Signature: _______________________________________
Advisors Signature: _______________________________________________
2018-2019 Livingston FFA Greenhand Degree Application

Name: ________________________________
Address: ________________________________
Telephone: __________________ Age: _______
Current Ag Class: __________________

Anticipated SAE Project: ________________________

Future Ag Courses:
________________________
________________________
________________________

Future FFA Plans:
________________________
________________________
________________________

I know and understand the following (check all that apply):

___________ The FFA motto.

___________ The FFA salute.

___________ The FFA creed.

___________ The FFA emblem and colors.

___________ The FFA Code of Ethics and proper use of the FFA jacket.

The following events are mandatory for all applicants:
Greenhand Degree Banquet on November 14th at 6:30pm in the Cafeteria

Will you be able to attend? _____________________________

Applicant's Signature: _____________________________
Parent/Guardian's Signature: _____________________________
Advisors Signature: _____________________________
2018-2019 Livingston FFA Greenhand Officer Application

Name:________________________________________
Address:_____________________________________
Telephone:____________________ Age:____________

Current GPA: ________________________________

Current Ag Class: _____________________________

Office Applying For:
1st Choice: _________________________________
2nd Choice: _________________________________
3rd Choice: _________________________________

Anticipated SAE Project: _______________________

Future Ag Courses:
________________________________________
________________________________________
________________________________________

Future FFA Plans:
________________________________________
________________________________________
________________________________________

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Why do you desire to be a Greenhand Officer?

What can you contribute to the Livingston FFA Chapter if you were elected?

The following events are mandatory for all applicants:
Greenhand Initiation on November 9th at 7:30am in Room 403
Greenhand Banquet on November 14th at 6:30pm in the Cafeteria.
Will you be able to attend both events? ________________________________

I am willing to work before school, at lunch, and after school as necessary to complete FFA related work. I will be a responsible person and carry out all job duties. I will attend all activities required of me. I understand that I will be removed from office if I fail to meet all of my duties. I will make FFA my priority.

Applications are Due on October 27th by 3pm to Mr. Drumonde or Mrs. Kuhr.
Interviews will November 1st.

Applicant's Signature: ________________________________
Parent/ Guardian's Signature: ________________________________
Advisors Signature: ________________________________
Livingston FFA
California State FFA Leadership Conference Application
Due: Friday Sept. 7th by 2pm

All applications must be turned in before 2pm on Friday, September 7th, 2018 to Mr. Drumonde in room 403. Selections will be made Friday after school by the Livingston FFA advisors. You will be notified by email if you have been selected by Tuesday September 11th.

Eligibility:
The minimum eligibility for applications are as follows:
1. Applicant must be a member, in good standing, with Livingston FFA.
2. Applicant must have participated in at least 10 FFA activities with Livingston FFA by March 31st, 2019
3. Applicant must retain at 2.0 GPA and be in good standings with LHS.

Name: ____________________________ Date: __________
Email: ____________________________ Grade Level: ______

Ag Classes: (check all that apply)
- Ag Biology
- Ag Earth Science
- Vet Science
- Floral Design
- Ag Business
- Ag Explorations
- Ag Leadership
- Food Science

List any leadership positions that you have held:

What FFA activities have you participated this school year so far?

What FFA activities do you plan to participate in?

How do you plan to meet the activity point requirement for this application?

What leadership qualities do you possess that will make you a good candidate for this conference?
What do you hope to learn from this conference?

How will this conference benefit you and your FFA experience?

*Fill out this question on the application if you are interested in being a delegate.*
Our chapter will have two students who will represent us at conference. Delegates will go to workshops, luncheons, and vote. You can not be a delegate if you have been one already. Seniors are also not allowed to be delegates.

Are you interested in being a voting delegate for our chapter? If so, explain why you should be chosen to represent all 450 members of our chapter.

I understand that going to State Conference is a commitment. I know I must pay the full $400 of the conference and that my final payment is due February 14, 2019. I acknowledge that if I fail to make payments on time that I may be put on the obligations list with the school. I understand that if I fail to pay the total amount or decide not to go to conference that I will be responsible for either filling my spot or paying the rest of my conference fees. I understand that I must maintain a 2.0 and complete 10 FFA activities by March 31, 2019. My Parent/Guardian is aware of these commitments and has read this application.

Student Signature and Date

Parent/ Guardian Signature and Date
Current Officers

2018-2019 Chapter Officers
Officer Responsibilities
Sectional Officer
Regional Officers
State Officers
National Officers
The 2018-2019
Livingston FFA Officers

Chapter President
Victor Becerra
Grade: Senior
SAE: Work Experience, Market Steer, and Market Rabbits
CDE: Farm Business Management
LDE: Project Competition

Chapter Vice President
Annika Mires
Grade: Senior
SAE: Market Lambs and Market Rabbits
CDE: Farm Business Management
LDE: Job Interview

Chapter Secretary
Jordyn Chance
Grade: Junior
SAE: Work Experience
CDE: Livestock Evaluation
LDE: Job Interview
Chapter Treasurer
Derek Brusenski
Grade: Sophomore
SAE: Work Experience, Market Steer, and Market Rabbits
CDE: Milk Quality and Dairy Foods Evaluation

Chapter Reporter
Lauryn Franzese
Grade: Sophomore
SAE: Agriculture Communications, Market Swine, and Market Rabbits
CDE: Milk Quality and Dairy Foods Evaluation
LDE: Prepared Public Speaking

Chapter Sentinel
M'Lyssa Frago
Grade: Sophomore
SAE: Market Rabbits
CDE: Marketing
LDE: Prepared Public Speaking

Chapter Historian
Kaci Schmidt
Grade: Junior
SAE: Market Swine
CDE: Livestock Evaluation
LDE: Job Interview
Chapter Officers play a vital role in the success of a chapter. Below is a breakdown of the responsibilities each officer plays in helping lead our organization to success.

**President**

1. Preside over meeting 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 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. 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.
   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 meeting.
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.
6. Serve as the chairperson of the earnings and savings committee, 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. Assist with special features and refreshments.

Historian
1. Prepare a chapter scrapbook
2. Assist the reporter in preparing materials for the reporter's book
3. Serve as the chapter photographer

Greenhand Officers
1. Elected annually at the Fall Awards Night/ Greenhand Banquet.
2. May be any combination of officers.
3. Elected to learn from Chapter Officer Team and assist with implementing the Program of Activities.
The 2018-2019 Merced-Mariposa Section Officers

President: Katherine Horal, Golden Valley
Vice President: Aubrie Hazan, Gustine
Secretary: Michael Bray, Atwater
Treasurer: Makinna Dulcich, Mariposa
Reporter: Gabrielle Mix, Le Grand
Sentinel: Savanna Smith, Mariposa
The 2018-2019 Central Region Officers

President: Alyssa Humphreys, Golden Valley
Vice President: Shelby Stillman, Golden Valley
Vice President-North Area: Maico Ortiz, Galt
Vice President-South Area: Josh Heupel, Golden Valley
Secretary: Brittney Mogler, Tokay
Treasurer: Nicole Moitozo, Gustine
Reporter: Selina Lopes, Gustine
Sentinel: Maggie Hammock, Ponderosa
The 2018-2019 California State Officers

President: Matt Rosa, Visalia-El Diamante
Vice President: Kyler Vernon, Nipomo
Secretary: Aalexias Woolf, Bakersfield-North
Treasurer: Devin Griffith, Arbuckle-Pierce
Reporter: Kyle Dayton, Jurupa Valley
Sentinel: Orrin Jones, Live Oak
The 2018-2019 National Officers

President: Luke O’Leary, California
Secretary: Layni LeBlanc, Louisiana
Eastern Region Vice President: Adrain Schunk, Michigan
Western Region Vice President: Shea Booster, Oregon
Southern Region Vice President: Jordan Stowe, Alabama
Central Region Vice President: Ridge Hughbanks, Oklahoma
### Livingston FFA Roster

Livingston FFA is excited to have 393 members who participate in a wide variety of events offered by the Chapter, Section, Region, State, and Nation.

<table>
<thead>
<tr>
<th>Aguilar, Anthony</th>
<th>Atienzo, Dulce</th>
<th>Batth, Kiratpal</th>
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<tbody>
<tr>
<td>Aguilar, Bryan</td>
<td>Atwal, Jastej</td>
<td>Becerra, Victor</td>
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<td>Aguilar, Celeste</td>
<td>Avalos, Guillermo</td>
<td>Belmonte Pacheco, Javier</td>
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<td>Aguilar, Gustavo</td>
<td>Avalos, Miguel</td>
<td>Benavidez, Moses</td>
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<td>Aguilar, Isabella</td>
<td>Ayala, Alysha</td>
<td>Berber, Alexandra</td>
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<td>Aguilar, Maritza</td>
<td>Ayala, Gonzalo</td>
<td>Black, Savannah</td>
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<td>Aguilar Castro, Andrea</td>
<td>Ayala, Michelle</td>
<td>Blanco, Juan</td>
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<td>Aguilar Valladares, Lupita</td>
<td>Ayala, Teresita</td>
<td>Bravo, Brenda</td>
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<td>Aguiniga, Lisbeth</td>
<td>Bagri, Sahejveer</td>
<td>Bravo, Francisco</td>
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<tr>
<td>Alvarado, Ruben</td>
<td>Bahga, Amarpreet</td>
<td>Brown, Donovan</td>
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<tr>
<td>Alvarez, Alfonso</td>
<td>Balderas, Yoana</td>
<td>Brusenski, Derek</td>
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<td>Alvarez, Joaquin</td>
<td>Ballenger, Hailey</td>
<td>Burke, Demarco</td>
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<td>Alvarez, Maria</td>
<td>Ballenger, Myles</td>
<td>Cabrera, Mario</td>
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<td>Alvarez Chavez, Fernando</td>
<td>Baptista, Charla</td>
<td>Calvillo, Bianca</td>
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<td>Alvarez Covarrubias, Christian</td>
<td>Barajas, Adan</td>
<td>Cardenas, Jenifer</td>
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<tr>
<td>Ambriz, Ana Maria</td>
<td>Barajas, Esmeralda</td>
<td>Cardenas, Nataly</td>
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<td>Ambriz, Bernardo</td>
<td>Barajas, Julian</td>
<td>Carranza, Alexia</td>
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<td>Andrade, Lizbeth</td>
<td>Barron, Rusben</td>
<td>Carrasco, Rafael</td>
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<tr>
<td>Aquino, Alondra</td>
<td>Barroso, Jonathan</td>
<td>Carrillo Calixto, Carlos Daniel</td>
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<tr>
<td>Arista, Abel</td>
<td>Bates, Jenna</td>
<td>Carvalho, Joao</td>
</tr>
<tr>
<td>Arreola, Hanna</td>
<td>Bath, Aahil</td>
<td>Casas, David</td>
</tr>
</tbody>
</table>
Castillo, Erik
Castro, Gardenia
Castro, Gregory
Castro, Jesus
Castro, Maysie
Cedano Torres, Jovany
Cervantes, Angel
Chance, Jordyn
Chavez, Carlos
Chavez, Elena
Chavez, Jaime
Chavez, Tatiana
Cisneros, Isabella
Cordova, Julia
Coronado, Abigail
Coronado, Jocelyn
Coronado, Marreesah
Coronado Garcia, Alan
Correa, Christian
Cortes-Garibay, Angela
Cortez, Elizabeth
Cortez, Mayra
Cruz, Alejandro
Cruz, Diego
Cruz, Jesus
Cruz Mendez, Daniel
Cuevas, Abraham
Daniels, George
Daniels, Quierra
Davalos, Evelyn
Davalos Vega, Victor
Davenport, John
De Haro, Hugo
Del Toro, Lyanna
Deol, Lizeth
Dhami, Gurjinder
Dionicio, Nydia
Dominguez, Dominic
Duran, Armando
Duran, Lisette
Dzib, Alondra
Dzib, Jose
Escamilla, Issac
Escandon, Sofia
Espindola, Antonio
Espinoza, Kelly
Espinoza, Mario
Esquivel, Alexander
Esquivel, Karina
Estrada, Daisy
Estrada, Estrella
Fajardo, Francisco
Fernandez, Aida
Fierro, Francisco
Flores, Devon
Flores, Jacqueline
Flores, Jahidi
Flores, Lesly
Frago, MÁ Lyssa
Francisco, Rafael
Franzese, Lauryn
Friesen, Jill
Fuentes, Isaiah
Fuentes, Luis
Gallegos Jaimes, Angel
Gamino, Araceli
Garcia, Adrian
Garcia, Amparo Daniella
Garcia, Cynthia
Garcia, Eva
Garcia, Evylin
Garcia, Jaime
Garcia, Jennifer Guadalupe
Garcia, Jessie
Garcia, Laura
Garcia, Oscar
Garcia, Tyler
Gardner, Diana
Gomez, Brittney
Gomez, Jasmyne
Gomez, Melanie
Gonzales, Israel
Gonzalez, Fabian
Gonzalez, Isabella
Gonzalez, Jailene
Gonzalez, Javier
Gonzalez, Joanna
Gonzalez, Jonathan
Gonzalez, Natalia
Gonzalez, Steve
Gonzalez Gutierrez, Emily
Gonzalez-Diaz, Yesenia
Griffith, Curtis
Grossman, Chloe
Guettinger, Devin
Guilien, Alyssa
Guilien, Anayeli
Gutierrez, Bryan
Gutierrez, Karina
Gutierrez, Nathan
Gutierrez Mendoza, Hugo
Gutierrez-Pineda, Nancy
Guzman, Daysi
Guzman, Nathaly
Harper, Tylo
Heredia, Zismai
Hernandez, Cytlay
Hernandez, Jairo
Hernandez, Jose
Hernandez, Marianna
Hernandez, Mayra
Hernandez, Michelle
Hernandez, Norma
Hernandez, Steffany
Hernandez, Vanessa
Hernandez Juarez, Lizette
Hicks, Angelina
Hinojoz, Daniel
Hurtado, Guillermina
Ibarra, Alix
Jimenez, Adrien
Johai, Harvin
Jones, Juanita
Kaur, Amnapreet
Kaur, Jasleen
Kaur, Simranjit
Kyer, Bree'Anna
Lal, Preetika
Lara, Judith
Lara, Sarahi
Lara, Yesenia
Leos, Ashly
Lira, Mirka
Lomeli, Annabelle
Lomeli Davalos, Lizbeth
Lopez, Celina
Lopez, Irene
Lopez, Jessica
Lopez, Juan
Lopez, Myriam
Lopez, Samantha
Lopez, Yerry
Lopez Fernando, Braulio
Lopez Fernando, Edith
Lopez Guzman, Rebecca
Lopez Machado, Joel
Lopez Martinez, Joel
Lopez Machado, Israel
Lozano, Jorge
Luis, Leauna
Machado, Celest
Mahal, Arjit
Maldonado, Erika
Maldonado, Jeffrey
Marquez, Adonis
Martinez, Jairo
Martinez, John
Martinez, Mariah
Martinez Castaneda, Edwin
Martinez Cruz, Adair
Martinez Cruz, Rosalia
Martinez Ramos, Sayra
Martinez Vega, Nancy
Medel, Vanessa
Medina, Malena
Mejia, Antonio
Melendez-Flores, Joceline
Mendoza, Maria
Rodriguez, Virginia
Rojas, Sebastian
Rojas, Stephanie
Rojo Duarte, Dorianna
Romo, Aryanna
Rosas, April
Rosas, Ricardo
Saini, Navdeep
Salas, Cesar
Samra, Harleen
Sanchez, Celso
Sanchez, Enrique
Sanchez, Evelyn
Sanchez, Magali
Sanchez-Sicairos, Ashlee
Sandhu, Rubi
Sandoval, Agustin
Sanghera, Karman
Schmidt, Kaci
Sebastian Merino, Bryan
Silva, Rueger
Singh, Amandeep
Singh, Jaskaran
Singh, Ravinder
Solis, Alexia
Solis, Carlos
Solis, Maria
Solorio, Emily
Solorio, Giselle
Solorio, Jesus
Solorio, Mariano
Solorio, Nayely
Solorio, Stephanie
Solorio, Yesenia
Soria, Adriana
Soria, Cristina
Sotelo, Julian
Soto, Karina
Soto, Manuel
Tamayo, Kimberly
Thomas, Cole
Thompson, Angel
Torres, Andrew
Torres, Juan
Torres, Santos
Torres, Shania
Torres Gonzalez, Gabriela
Trujillo, Kristyn
Valdez, Amelie
Valencia, Paulina
Valenzuela Mora, Francisco
Vasquez, Janette
Vega, Anamaria
Vega, Katelyn
Vega Arroyo, Jose
Velasquez, Aaron
Velasquez, Fred
Verduzco, Britany
Verduzco, Jasmine
Verduzco, Jorge
Verduzco, Veronica
Verduzco, Yulissa
Vidaure, John
Villa, Daisy
Villa, Neveya
Villegas, Elias
Villegas, Matthew
Villegas, Stephanie
Williams, Edward
Williams, Shawn
Zamora, Julian
Zamora, Lorenzo
Zapata, Angel
Zapata Gutierrez, Anthony
Zaragoza, Jorge
Zaragoza, Liliana
Zarate, Cesar
Zurita, Nathan Acevedo, Citlali
The 2018-2019
Livingston FFA Advisors

Mrs. Monica Alcala Larson
1st Year Teaching at Livingston High School
Classes Taught: Ag Earth Science, Ag Biology, and Ag Business
CDE’s: Milk Quality and Dairy Foods Evaluation, Nursery Landscape, and Veterinary Science
SAE Supervision: Sheep

Mr. Anthony Drumonde
2nd Year Teaching at Livingston High School
Classes Taught: Ag Leadership, Ag Earth Science, and Exploration in Agriculture
CDE’s and LDE’s: Milk Quality and Dairy Food Evaluation, Marketing, Farm Business Management, Prepared Public Speaking, and Creed
SAE Supervision: Goats, Dairy Cattle, Poultry, and Rabbits

Ms. Danielle Budde
1st Year Teaching at Livingston High School
Classes Taught: Floral Design, Food Science, and Veterinary Science
CDE’s and LDE: Floriculture, Livestock Evaluation, and Impromptu
SAE Supervision: Swine and Beef Cattle
2018-2019 Livingston Ag Advisory Committee

The primary purpose of the local advisory committee is to provide to the agriculture teacher, school administration and board of education advice on issues affecting the agriculture program. Advisory committee members must understand the committee has no administrative policymaking or legislative authority.

<table>
<thead>
<tr>
<th>Member</th>
<th>Occupation</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alyssa Melo</td>
<td>Foster Farms Human Resources</td>
<td>Agri-Business</td>
</tr>
<tr>
<td>Amy Martinez</td>
<td>Special Education Teacher</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Ana Parada</td>
<td>Customer Service Representative, HM Clause</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Bernardo Garcia</td>
<td>Farming Operations Manager</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Brandon Friesen</td>
<td>Business Owner</td>
<td>Agri-Business</td>
</tr>
<tr>
<td>Bunny Becker</td>
<td>Wholesale Sales Liaison</td>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Daniel Drumonde</td>
<td>Pest Control Advisor</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Dennis Brusenski</td>
<td>Farmer</td>
<td>Plant Science</td>
</tr>
<tr>
<td>Gabriel Maldonado</td>
<td>Costco Sales</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Garrett Pedretti</td>
<td>Merced County Executive Director</td>
<td>Agri-Business</td>
</tr>
<tr>
<td>John Mendes</td>
<td>Agriculture Instructor</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Kody Stevens</td>
<td>Hilmar Cheese Communication Specialist</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Maria Canchola</td>
<td>Agricultural Biologist</td>
<td>Agriscience</td>
</tr>
<tr>
<td>Megan Schwall</td>
<td>Inventory Clerk</td>
<td>Agri-Business</td>
</tr>
<tr>
<td>Miguel Del Toro</td>
<td>JS West Sales</td>
<td>Animal Science</td>
</tr>
<tr>
<td>Mirna Alcalá</td>
<td>Export and Domestic Administrator, HM Clause</td>
<td>Plant Science</td>
</tr>
<tr>
<td>Robert Williamson</td>
<td>Yosemite Farm Credit, Assistant Vice President</td>
<td>Ornamental Horticulture</td>
</tr>
<tr>
<td>Sarah Lopes</td>
<td>American Ag Credit Loan Officer</td>
<td>Agri-Business</td>
</tr>
<tr>
<td>Theresa Drumonde</td>
<td>Ag Publishing Correspondent</td>
<td>Agriscience</td>
</tr>
</tbody>
</table>
Our 2018-2019 Livingston FFA Membership wants to achieve the following this year:

1. Develop and strengthen communication skills of all members.
2. Increase member involvement and participation in Leadership activities to at least 40% of the chapter’s membership.
3. Increase member involvement and participation in Chapter activities to at least 80% of the chapter’s membership.
4. Improve chapter social media presence. The chapter should post at least once a week on Facebook, Instagram, and Twitter.
5. Create and maintain a chapter website. The website should be updated at least once a month.
6. Increase SAE projects, as well as improve SAE records.
7. Plan and develop SAE projects that focus on Agriculture Communication and Education.
8. Strengthen the relationship and communication between our Ag program and Livingston Middle School.
9. Improve recruitment material and presentations so they have more of a positive impact on potential members.
10. Incorporate more agriculture classes and strengthen our agriculture pathways.
11. Increase and improve curriculum for Ag Leadership, Veterinary Science, and Food Science.
12. Improve organization and planning of fundraisers, meetings, and field trips.
We as the 2018-2019 Livingston FFA Officers want to achieve the following this year:

1. During the first week of each month, the officer team will update the chapter website.

2. At the beginning of each quarter the officer team and Ag leadership will put together a newsletter that will feature updates on activities within the chapter and local sponsorship advertisements.

3. At the end of each month advisers will nominate an outstanding member (excluding Ag Leadership students) in the program to be voted on by the Ag Leadership class and will be recognized at monthly FFA meeting as Star Aggie.

4. The Friday before the 1st and 3rd Monday of each month the officer team and Ag Leadership will put together news videos consisting of previous and future events and recognition to be shown in all Ag classes and the following day.

5. Each officer will sell a minimum of three (3) sponsor advertisements by September 30, 2018.

6. Following the installation of the Greenhand officers, the officer team will include Greenhand officers in running meetings and writing articles for the newsletter.

7. The officer team will ensure that all advertisements for events are completed and hung up a week prior to FFA events.
Agriculture Courses

Livingston high school offers nine different courses for the 2018-2019 school year. Students enrolled in the agriculture program at Livingston can complete an Agriscience, Agribusiness, or Horticulture Pathway. All pathways provide students with career ready experiences and knowledge to help them achieve a career within that pathway.

Ag 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.

Intro to Ag Biology

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.

Explorations in Agriculture

This course is designed for first year agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Food Science</strong></td>
<td>This applied, laboratory-based course, which focuses on food processing, is</td>
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<td></td>
<td>designed to educate students about functional components of foods, food</td>
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<td></td>
<td>safety, nutrition, sensory evaluation, quality assurance, new product</td>
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<tr>
<td></td>
<td>development, food chemistry, food processing and engineering.</td>
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<tr>
<td><strong>Veterinary Science</strong></td>
<td>Veterinary Science is designed to provide students with an opportunity to</td>
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<td></td>
<td>study the science of veterinary medicine, including animal anatomy and</td>
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<td></td>
<td>physiology, animal health, nutrition, and cause/prevention of disease.</td>
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<tr>
<td><strong>Art History of Floral Design 1 and 2</strong></td>
<td>This course provides students with a basic knowledge of artistic perception,</td>
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<td>creative expression, historical and cultural context(s), aesthetic valuing</td>
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<td></td>
<td>and connections, relations, and application of the visual art through the</td>
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<td></td>
<td>design of floral arrangements.</td>
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<td><strong>Ag Leadership</strong></td>
<td>This is an agribusiness course designed to train students as team leaders.</td>
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<tr>
<td></td>
<td>Students practice leadership and employability skills by combining computers,</td>
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<td></td>
<td>technology, and advanced communication skills.</td>
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<tr>
<td><strong>Ag Business</strong></td>
<td>This course provides students with the basic knowledge of American Free</td>
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<td></td>
<td>Enterprise Systems, Agricultural Economic Principles, Agribusiness Credit,</td>
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<td></td>
<td>Accounting Principles and Procedures, Risk Management, and Sales.</td>
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</tbody>
</table>
At Livingston High School we offer 3 different pathways for our students. As you will notice we currently do not have sections of every course listed within our pathways. It is our goal to eventually get at least one section of each course so students have the opportunity to complete each pathway.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Agri-Business</th>
<th>Agriscience</th>
<th>Ornamental Horticulture</th>
<th>Animal Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Course</td>
<td>Explorations in Ag</td>
<td>Explorations in Ag</td>
<td>Explorations in Ag</td>
<td>Explorations in Ag</td>
</tr>
<tr>
<td>Concentration</td>
<td>Ag Business Management</td>
<td>Ag Biology</td>
<td>Floral 1</td>
<td>Animal Anatomy and Physiology</td>
</tr>
<tr>
<td></td>
<td>Ag Communications</td>
<td>Ag Earth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>Ag Sales and Marketing</td>
<td>Ag Food Science</td>
<td>Floral 2</td>
<td>Veterinary Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ag Soil Chemistry</td>
<td>Environmental Horticulture</td>
<td></td>
</tr>
</tbody>
</table>
The purpose of recreation is to create an opportunity for FFA members to socialize with each other to develop social and team building skills. In the Livingston FFA Chapter we hold several events each year to meet new people, get more involved in our organization and have some fun. Here are a few events that are planned for this year.

**August- Slushie Social**

**September- Taco Dodgeball Meeting**

**October- Popcorn and Pumpkins Meeting**

**November- Chapter Degree Banquet**

**December- 4 C's Meeting**

**January- Ag Trivia Meeting**

**March- March Madness Meeting**

**April- Easter Meeting**

**May- End of the year Banquet**
Other Chapter Activities

In addition to our chapter monthly meeting, Livingston FFA hosts several other events.

Livingston FFA Fundraisers

Livingston FFA holds numerous Fundraisers through the year to build up the chapter’s revenue. The fundraisers assist with chapter activities, judging teams, and conferences.

The chapter holds the following fundraisers:

- **Fall Semester**
  - Placemat Ad Sales
  - FFA Cookie Dough Sales
  - Barn Bash
  - See’s Candy

- **Spring Semester**
  - Beef Jerky Sales
  - Tri-Tip Dinner

Livingston FFA Community Service Activities

Livingston FFA tries to hold at least one community service activity per month. The chapter’s goal is to give back on a local, state, and national level.

The following community service activities will be carried out through the year:

- **August**: Back to School Drive- The chapter collects school supplies for students in the community.
- **September**: Sweet Potato Festival- The chapter facilitates the kid zone at the Livingston Sweet Potato Festival.
- **October**: Socktober- The chapter collects sock for the on campus clothes closet and for Merced County homeless shelter.
- **November**: Can Food Drive- The chapter teams up with the school to collect canned goods for local families.
- **December**: Holiday Cards for Soldiers- Students write Holiday cards for soldiers, thanking them for their service.
- **February**: Valentines for the Elderly- Students create and deliver Valentine cards to the local convalescent hospital.
- **March**: Can Food Drive- The chapter collects can goods for local families for the Easter season.
- **April**: School and Farm Beautification- The chapter spends a day cleaning up the high school campus and farm.

National FFA Week

**February 18th-23rd**

It's a time to share with local, state and national audiences what FFA is and the impact it has on members every day.

During National FFA Week Livingston FFA will have the following activities:

- Agriculture Trivia
- Agriculture Valentines
- World AG Expo Trip
- Ag Olympics
Career Development Events

These events typically cover the technical skill areas related to this diverse career fields within Agriculture. Students in agricultural education compete in a variety of events that sharpen their skills as they explore and experience careers in agriculture. We offer five at Livingston High school.

Farm Business Management

The Farm Business Management CDE helps students develop business management skills and learn to apply economic principles to agriculture and agribusiness.

Floriculture

The Floriculture CDE requires students to identify plants, judge flower arrangements and solve problems. Participants also demonstrate skills in flower arranging, propagation and the preparation of floral and foliage products for sale.

Livestock Evaluation

The Livestock Evaluation CDE helps students to develop the ability to select and market livestock that will satisfy consumer demands and provide increased economic returns to producers. Provide positive economic returns to producers as well as meet the needs of the industry.

Marketing

The Marketing event seeks to effectively prepare the students with the practices and operations of Agricultural Cooperatives. Workers seeking careers in cooperative marketing must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems.

Milk Quality and Dairy Foods Evaluation

Participants in the Milk Quality and Products CDE demonstrate their knowledge about the quality production, processing, distribution, promotion and marketing of milk and dairy foods.

Nursery Landscape

The Nursery/Landscape CDE test students skills in aspects of maintaining landscape plants and related products, evaluating equipment and services, and landscape design.

Veterinary Science

The Veterinary Science CDE provides opportunities for participants to develop technical knowledge and demonstrate practical skills in the field of veterinary science.
**Leadership Development Events (LDE’s)** provide students with the opportunity to develop their communication skills and apply those skills to real life situations.

<table>
<thead>
<tr>
<th>EMPLOYMENT SKILLS</th>
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<tbody>
<tr>
<td>Participants in the Employment Skills (formerly Job Interview) LDE submit a resume, complete job applications and participate in mock job interviews with a panel of possible employers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREPARED PUBLIC SPEAKING</th>
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<tbody>
<tr>
<td>During the Prepared Public Speaking LDE, students write and deliver a six- to eight-minute speech about a current agriculture-related topic. The speaking skills gained through this event help students excel in school, community and career.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPROMPTU PUBLIC SPEAKING</th>
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</thead>
<tbody>
<tr>
<td>The purpose of the Impromptu Public Speaking Career Development Event is to foster and develop the speaking abilities of FFA members as well as develop their self-confidence and contribute to their advancement in inter-personal skill attainment and leadership development.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>EXTEMPORANEOUS PUBLIC SPEAKING</th>
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</thead>
<tbody>
<tr>
<td>In the Extemporaneous Public Speaking LDE, participants are given 30 minutes to deliver a speech on one of three assigned agricultural topics. Students must learn to think on their feet and develop an argument quickly and persuasively.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>CREED SPEAKING</th>
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</thead>
<tbody>
<tr>
<td>The Creed Speaking LDE is for FFA members in grades seventh, eighth, and ninth. They must present the FFA Creed from memory and answer questions about its meaning and purpose. The event boosts self-confidence and develops their ability to communicate in a powerful, professional manner.</td>
</tr>
</tbody>
</table>
Merced County Fair

Livingston FFA participates every year in one fair, the Merced County Fair at the beginning of June. Our chapter competes in livestock, horticulture landscapes, and the annual floral design contest. All the advisors are responsible for advising different projects.

Livestock Exhibited at the Fair Include:

- Breeding Dairy Cattle
- Dairy Cattle Replacement Heifer
- Beef Cattle
- Market Beef Steer
- Breeding Sheep
- Market Lamb
- Breeding Goats
- Market Goat
- Breeding Swine
- Market Swine
- Breeding Rabbits
- Meat Pen of Rabbits
- Single Fryer Rabbit
- Breeding Poultry

Other Exhibits Include:

- Horticulture Landscapes
  (Horticulture Class)
- Floral Design (Floral Class)
- Cooking (Food Science Class)
Livingston High School

Year School Established: 1924  
Year Chapter was chartered: 1936  
School Colors: Purple and Gold  
2018-2019 School Enrollment: 1,238  
School Mascot: Wolf

Bell Schedules:

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:00-8:50</td>
<td>50 Minutes</td>
</tr>
<tr>
<td>2nd</td>
<td>8:55-9:43</td>
<td>48 Minutes</td>
</tr>
<tr>
<td>3rd</td>
<td>9:48-10:36</td>
<td>48 Minutes</td>
</tr>
<tr>
<td>Nutritional Break</td>
<td>10:36-10:46</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>4th</td>
<td>10:46-11:34</td>
<td>48 Minutes</td>
</tr>
<tr>
<td>5th</td>
<td>11:39-12:33</td>
<td>54 Minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:33-1:04</td>
<td>31 Minutes</td>
</tr>
<tr>
<td>6th</td>
<td>1:09-1:57</td>
<td>48 Minutes</td>
</tr>
<tr>
<td>7th</td>
<td>2:02-2:50</td>
<td>48 Minutes</td>
</tr>
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</table>

Collaboration Schedule (Wednesday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:30-9:14</td>
<td>44 Minutes</td>
</tr>
<tr>
<td>2nd</td>
<td>9:19-10:03</td>
<td>44 Minutes</td>
</tr>
<tr>
<td>3rd</td>
<td>10:08-10:52</td>
<td>44 Minutes</td>
</tr>
<tr>
<td>Nutritional Break</td>
<td>10:52-11:02</td>
<td>10 Minutes</td>
</tr>
<tr>
<td>4th</td>
<td>11:02-11:46</td>
<td>44 Minutes</td>
</tr>
<tr>
<td>5th</td>
<td>11:51-12:39</td>
<td>48 Minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:39-1:12</td>
<td>33 Minutes</td>
</tr>
<tr>
<td>6th</td>
<td>1:17-2:01</td>
<td>44 Minutes</td>
</tr>
<tr>
<td>7th</td>
<td>2:06-2:50</td>
<td>44 Minutes</td>
</tr>
</tbody>
</table>
Livingston High School
Administrators

Mandy Ballenger
Principal

Alexie Parle
Associate Principal

Jon Schaefer
Associate Principal

Nicole Rose
Associate Principal
Merced Union High School
District Superintendents

Alan Peterson
Superintendent

Ralph Calderon
Deputy Superintendent

Constantino Aguilar
Assistant Superintendent

Scott Weimer
Assistant Superintendent
# FFA Information

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<td>How to Order a FFA Jacket</td>
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Greenhand Leadership Conference (GLC)

Intro to Agricultural Education, Career Success
For Freshmen; One Day Event,
33 Conferences held in August, September and October

Introduces students to the benefits and opportunities in Agricultural Education, including SAE and FFA. This conference is the "hook-line-and-sinker" to get students to buy into Agricultural Education throughout their four years in high school.

Made for Excellence (MFE)

ME: Student Development, Personal Growth
For Sophomores; Two Day Event, 8 Conferences held in January and February

Personal development starts with the individual. Self-discovery of talents, strengths, interests and personal character are emphasized as the individual is channeled to discover their passion in life. This conference focuses on "Student Development and ME: one's personal skills and development of the ability to be successful."

Advanced Leadership Academy (ALA)

WE: Chapter Development, Personal Growth
For Juniors; Two Day Event, 8 Conferences held in January and February

Once a leader is comfortable with their own self and self-purpose, they can discover how to work with others and establish a goal. The process for analyzing program needs and improving a project or event is the focus of this conference as students discover how to be teams of innovative leaders in their chapter. This conference about "WE: the individual leader, their relationships with others and how to establish common vision."

Sacramento Leadership Experience (SLE)

DO: Community Development, Personal Growth
For Seniors; Four Day Event, 1 Conference held in February

Students step into the role of one of California's State legislators, are assigned a specific California district and spend four days in Sacramento. SLE is all about the role of government, agricultural policy and advocacy. This conference focuses on Community Development and DO: the ability of the individual leader and team to put their vision into action."

Washington Leadership Conference (WLC)

SERVE: Community Development, Personal Growth
For All Members, Five Day Event, 7 Conferences held in June and July in Washington D.C.

FFA members leave WLC with the knowledge and the confidence to act in ways that help their schools, community, and their country. This conference focuses on Community Development and SERVE: the ability to grow and develop others and serve your community."
California FFA State Convention
For All Members; Four Day Event, 1 Convention held in April

Over 7,000 high school students, advisors and guests attend the largest annual state CTSO conference – the California FFA State Leadership Conference will be held at the Anaheim Convention Center in 2018. The four day conference attracts young agricultural leaders from over 300 chapters of California FFA.

The Convention encourages students to develop personal and team leadership skills, discover agricultural careers, establish lasting friendships and strive for success.

The Convention also will highlight student accomplishments in public speaking and production practices with proficiency awards, scholarships and special recognitions.

National FFA Convention & Expo
For All Members; Four Day Event, 1 Convention held in October

More than 60,000 attend the annual National FFA Convention & Expo, including students, teachers, school administrators, former FFA members and guests from throughout the country.

The event is the nation’s largest annual gathering of students. Students have the opportunity to explore career and educational opportunities from more than 450 industry-leading exhibitors at the Expo and participate in hundreds of education workshops and tours.

While in Louisville, FFA members and other supporters from around the country will learn about careers in agriculture, compete for scholarships and awards, meet with industry leaders, volunteer in the Louisville community and learn skills they can take back to their home FFA chapter.
FFA Career Development Events

In California, there are thirty-three career development events (CDEs), seven leadership development events (LDEs) and three activities that cover job skills in everything from communications to mechanics. Some events allow students to compete as individuals, while others require students to work together in a team.

Ag Communications
Agricultural Pest Control
Agricultural Science Fair
Agricultural Welding
Citrus Evaluation
Cooperatives
Dairy Cattle Evaluation
Farm Record Book (AET)
Food Science & Technology
Fruit Tree Pruning
Grapevine Pruning
Light Horse Evaluation
Marketing Plan
Milk Quality and Dairy Foods
Nursery/ Landscape
Small Engines
Vegetable Crop Evaluation
Agribusiness (Farm) Management
Agricultural Sales
Agricultural Tech and Mechanics
Agronomy
Computer Applications
Cotton Evaluation
Farm Power and Machinery
Floriculture
Forestry
Fruit Tree Evaluation
Grapevine Evaluation
Livestock Evaluation
Meats Evaluation and Technology
Natural Resources and Environment
Poultry Evaluation
Soil and Land Evaluation
Veterinary Science
Proficiency Awards

Overview

The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 53 areas covering everything from Agricultural Communications to Wildlife Management. Each award area has two categories, placement and entrepreneurship.

Placement proficiency awards are given to those whose SAEs are related to employment, apprenticeships, or internships at an agribusiness or agriculture-related organization. Entrepreneurship proficiency awards are given to those whose SAEs are related to ownership of an agribusiness or agriculture-related organization.

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

How to Apply

Students who are interested in applying for an Agriculture Proficiency Award must complete an application in one of the specific proficiency award areas. Applicants should work closely with their local FFA advisor regarding application due dates in their specific area. Sectional and Regional FFA affiliates to the California FFA Association hold application scoring sessions to determine which applicants qualify for State Recognition. All six Regions with in the California FFA Association are permitted to send one applicant in each proficiency award area to the State scoring.

State Scoring and Recognition

Applicants who have completed the entire agriculture proficiency award application, and have competed and qualified at the regional proficiency application scoring session are eligible to submit their application for State consideration. The State FFA Agriculture Proficiency Award application scoring is held annually in spring. Applicants should check with their local FFA advisor for specific due dates within their region. Once all applications have been scored at the State scoring, the top 3 finalist in each award area will be notified. Finalists are then expected to interview at the CA State FFA Leadership Conference held annually in April. Following the interview the results will be announced and the finalists will be recognized for their efforts.
Proficiency Award
Area Description

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

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

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment and/or structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, data communication cable systems, heating, ventilation, and/or air conditioning into agricultural settings. May also include the development of new and emerging agricultural technologies such as engineering, remote sensing, precision agriculture, ag-robotics and other new technologies not covered by a more appropriate area.

Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures, including agricultural power systems including mechanical, electrical, chemical, wind, solar and/or water power.

Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures, including agricultural power systems including mechanical, electrical, chemical, wind, solar and/or water power.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include by-products processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool and cotton, making compost, cubing and pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of non-food forest products is no longer part of the agricultural processing area. See: Forest Management and Products.
Agricultural Sales-Entrepreneurship – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail or wholesale level. NOTE: SAEs that include the production or processing of the previous items does not belong in this award area.

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

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

Agriscience Research Proficiency Awards are designed for those students actively engaged in agriscience research and experimentation. This includes members who are actively engaged in doing their own research individually or who may be cooperating on research projects with others including but not limited to teams in school, experiment stations or colleges/universities. The applicant must be actively involved in the development of the experimental design, formulation of the hypothesis, collection of data, interpretation of the data and publicizing the results to be considered for an Agriscience Research Proficiency Award.

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

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

Agriscience Research Integrated Systems - Must fit one of the following descriptions;
- Diversified Research – Research in two or more of the agriscience research areas.
- Environmental Service Systems/Natural Resource Systems Research - Research in the systems, instruments and technology used in waste management and their influence on the environment.
Food Products and Processing Systems Research - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.

Power, Structural and Technical Systems Research - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

Social Sciences Research - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

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

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

Dairy Production - Entrepreneurship - Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products. This award area also includes enterprises in which a students who leases cattle for a dairy production business.

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

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

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

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

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

Diversified Livestock Production - Entrepreneurship/Placement - Involves the use of the best management practices available to efficiently produce and market a combination of two or more livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care or poultry.
Environmental Science and Natural Resources Management – Entrepreneurship/Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, erosion prevention practices; public relations and education concerning pollution; installing subsurface drainage, public relations and education concerning pollution.

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

Equine Science- Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are not owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in specialty animal production).

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

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

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

Forest Management and Products – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, making and selling cedar shakes and firewood and wood chips/mulch, or working for the Forest Service. Does not include any food items harvested from the forest or residential tree removal services.
Fruit Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, cranberries, melons, grapes, olives, nuts and all common fruits. (Pome fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

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

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

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

Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities. **Note:** Students working strictly with the installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices should apply in the Agricultural Mechanics -Design & Fabrication area. Students whose activities are limited to using natural vegetation or commercial ornamental plants should apply in the Landscape Management area.

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

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

Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities for public or family use as experiential or income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, recreational fishing, and/or hunting areas, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and running petting zoos and rodeo events where the member does not own or manage animals.
Pomology Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, cranberries, melons, olives, nuts and all common fruits. (Pome fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries). Note: Grape Production is under Viticulture only.

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

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

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small animals such as all rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels, cockatoos, parakeets, parrots, etc.) and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals. NOTE: Employment at a veterinary clinic or similar veterinary care enterprise assisting veterinarians in performing duties related to the health and welfare of animals belongs in the Veterinary Science proficiency area.

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

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

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

Swine Production – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.
Turf Grass Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

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

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

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

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

The FFA motto gives members 12 short words to live by as they experience the opportunities in the organization.

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

FFA 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.*

FFA Colors

The official FFA colors are National Blue and Corn Gold. The blue was taken from the blue field of our nation's flag. The gold, however, stems from the golden fields of ripened corn. Together, the blue and gold provide the National FFA Organization with unity, and therefore the colors should be displayed with pride.
People are always observing you. Your actions when you wear the FFA jacket represent the organization become part of the organization’s image. Too 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 too follow during all occasions and functions.

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

- Develop any potential for premier leadership personal growth and career success.
- Make a positive difference in the lives of others.
- Dress neatly and appropriately for the occasions.
- Respect the rights of others their property.
- Be courteous, honest and fair with others.
- Communicate in an appropriate, purposeful and positive manner.
- Demonstrate good sportsmanship be 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 any skills through agricultural education in order to enter a successful career.
- Appreciate and promote diversity in our organization.
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 agricultural education."

To accomplish its mission, FFA:

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

Many organizations use logos as part of their identity. As with most logos, the FFA emblem is symbolic and a part of our identity. Our emblem contains six separate elements that represent ideals that are important to the organization and its membership.

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

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

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

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

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

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 Degrees

Greenhand FFA Degree
To be eligible to receive the Greenhand FFA Degree from the chapter, a member must meet the following minimum qualifications:

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

Chapter FFA Degree
To be eligible to receive the Chapter FFA Degree from the chapter, a member must meet the following minimum qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience program and be enrolled in an agriculture course.
3. Have participated in the planning and conducting of at least three official functions in the chapter’s Program of Activities.
4. A student after entering agricultural education must have: a. Earned and productively invested at least $150 by the member’s own efforts; or worked at least 45 hours in excess of scheduled class time; or a combination thereof; and b. Developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA award programs.
8. Have a satisfactory scholastic record.
9. Have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours.
10. Submit a written application for the Chapter FFA Degree.
State Degree Requirements

The State FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to the California State FFA Association and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 1,800 State FFA Degrees are handed out each year. That number represents approximately 3% of the California FFA association membership, making it the State's highest honor. In addition to their degree, each recipient receives a gold State FFA Degree charm.

Requirements:

- Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.

- Have been an active member of the FFA for at least two years preceding application for the State FFA Degree.

- Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least $1,000.00; or show an investment cost of at least $2,000.00 in depreciable property inventory; or have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested a combination of dollars and unpaid labor hours which, when summed, equal at least $1,000.00.

- Performing ten procedures of parliamentary law OR demonstrate proficiency in parliamentary law as evidenced by passing a written examination prepared and administered by the local agriculture instructor.

- Give a six-minute speech or lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA.

- Serving as an officer, committee chairperson, or participating member of a committee.

- Participate in at least five distinctly different FFA activities at the chapter level.

- Participate in at least two distinctly different non-FFA school activities which are conducted outside of normal class time.

- Participate in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours.
American Degree Requirements

The American FFA Degree is awarded to members who have demonstrated the highest level of commitment to FFA and made significant accomplishments in their supervised agricultural experiences (SAEs).

Requirements:

- Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state level.

- Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or have completed at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education and one full year of enrollment in a postsecondary agricultural program, or have completed the program of agricultural education offered in the secondary school last attended.

- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.

- Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program, through which the member has exhibited comprehensive planning and managerial and financial expertise. A student after entering agricultural education must have: (a) earned at least $10,000 and productively invested $7,500 or (b) Earned and productively invested $2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours, times a factor of 3.56, plus actual dollars earned and productively invested must be equal to or greater than the number 10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.

- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of “C” or better as certified by the principal or superintendent.

- Have participated in at least 50 hours of community service within at least three different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours.

- Applicants must submit an application electronically through ffa.org. Applicants must submit the signature page with the signatures of the chapter president, chapter advisor, superintendent or principal, and state advisor or state executive secretary, certifying accuracy of all statements in the application and that the applicant conducted him/herself in a manner to be a credit to the organization, chapter and community.
Conducting 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-prepared program before meetings
- Provide refreshments for Chapter Meetings
- Have frequent and informative committee reports
- Invited 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 Meeting Should be Held as Necessary:

- A special potluck dinner 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.
The uniform worn by FFA members at local, state, and national functions is called Official Dress. It provides identity and gives a distinctive and recognizable image to the organization and its members. Official Dress has been worn with pride by millions of FFA members since 1933. As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Therefore, first impressions are crucial, and that involves the way we dress. All FFA members are required to wear official dress while participating in official activities.

**Male Official Dress**

- White Collared Shirt
- Black Slacks
- Official FFA Jacket
- Official FFA Tie
- Black Socks
- Black Closed Toed Shoes

**Female Official Dress**

- White Collared Shirt
- Knee Length Black Skirt
- Official FFA Jacket
- Official FFA Scarf
- Nude Colored Nylons
- Black Closed Toed Shoes
Official Show Uniform

In order to give our students an area to showcase the knowledge they have learned through their Supervised Agricultural Experience Project, Livingston FFA competes at several fairs and shows during the year. In order to meet both practicality and professional the National FFA Organization sets a standard uniform on what students should exhibit their animals in. The official show uniform is as follows:

- White Collared Shirt
- White Pants
- Official FFA Jacket
- Official FFA Tie or Scarf
- Shoes appropriate to the species you are showing
Proper Use of Jacket

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure proper use of the jacket. There are several guidelines for its use:

The Jacket should be:
- Worn by Members only.
- Kept Clean and Neat.
- The black should have only the large emblem, the name of the State Association, and the name of the local chapter.
- Worn on official occasions with the zipper fastened to the top.
- The collar should be turned down and the cuffs buttoned.
- Worn at all official FFA occasions by the officers and members.
- Can be worn to school, and other appropriate places.
- Worn only to places appropriate for FFA Members to visit.
- School insignia or letters of other organizations should not be attached or worn on the jacket.
- Discarded when it becomes faded and worn, or have the emblems and lettering removed.
- The emblems and lettering should be removed if given or sold to a non FFA member.

Displaying Medals:
Only three medals may be displayed under the name on the front at one time, and should represent the highest degree earned, highest office held, and the highest award received. The State FFA Degree Charm should be worn alone and above the name on the front. The American FFA Degree Key should be worn alone and attached to the official key chain.

A member should act professionally when wearing the FFA Jacket.

Members should refrain from the use of tobacco and alcohol when underage and all times when wearing an FFA Jacket.
Ordering a FFA Jacket

Students are encouraged to order their own FFA jacket. They can do this by following the steps listed below:

1. Go to www.ffa.org
2. Click on Shop FFA Unlimited (Left hand side of the screen)
3. Blue Catalog, Official Dress
4. Men’s or Ladies Official Jackets
5. Chapter Number: CA0135
6. Advisor name: Anthony Drumonde
7. Put your First and Last name on your jacket (Front side)
8. California, Chapter Name: Livingston (On Back)

Do not put your Nickname on your jacket. Your jacket should include your first name, middle initial, and last name.

Boys: Must get a tie.
Girls: Must get a scarf.

It doesn’t matter what style scarf or tie you purchase.

Make sure you try on our chapter jackets located in the Ag office so you can get your correct size before ordering. If you need any assistance make sure you contact your advisor.

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<thead>
<tr>
<th>CHAPTER NUMBER [Change]</th>
<th>CA0135</th>
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<tr>
<td>ADVISOR NAME</td>
<td>Anthony Drumonde</td>
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<td>FRONT LINE 1 (MEMBER NAME)</td>
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Contact Information
Contact Information

Livingston High School Agriculture Department

Livingston FFA
1617 Main Street
Livingston, CA 95334
209-398-3200
www.livingstonffa.org
Facebook: @livingstonffa
Instagram: Livingston_FFA
Twitter: Livingston_ffa
I. Recruitment Program
Recruitment Program

Our recruitment program has been modified over the past year to help increase the number of students within our program. 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 both schools to ensure that students have enough information about our program to make a well informed decision about their high school career.

This year the Livingston FFA Leadership Team visited Livingston Middle School and Ballico School to present to the 8th graders. The students start their presentation off with the creed and they then show a video produced by the National FFA. Once the video is done students jump into a presentation that showcases the Livingston FFA program. FFA members discuss SAE’s, FFA, ag classes, community service opportunities, and so much more. The FFA Leadership Team then leads the 8th graders in butter making and flower pin making. The students then get to take what they made home. We leave students with a pathway guide and a FFA brochure.

In addition to recruiting at local middle schools we also strive to recruit through our social media, newsletter, and website. Livingston FFA is on Facebook, Instagram, and Twitter. We update all platforms on a regular basis and showcase our chapter activities and members. We publish monthly newsletters that highlight the happenings of our chapter. They are easily accessible in our community and on our website. Our website serves as a tool for members, high school staff, and community members. Anything and everything can be found on the website. There are links to the website on all of our social media accounts. Our website is maintained weekly to provide all with accurate information.

Attached is:

Livingston FFA Brochure

Example of Livingston FFA Newsletter

Website Screenshot

Social Media Screenshots

Pictures of Livingston FFA Recruitment 2018-2019
FFA

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth and career success.

Leadership

Student Leadership is the heart of our organization. Officer teams and committees at the chapter, sectional, regional, state and national level lead the organization and drive change.

Career Development Events

These events typically cover the technical skill areas related to this diverse career fields within Agriculture. Students in agricultural education compete in a variety of events that sharpen their skills as they explore and experience careers in agriculture.
We offer the following at Livingston High School: Farm Business Management, Cooperatives, Floriculture, Livestock Evaluation, Milk Quality and Dairy Food Evaluation, Nursery Landscape, and Veterinary Science.

Leadership Development Events

Leadership Development Events (LDE’s) provide students with the opportunity to develop their communication skills and apply those skills to real life situations. At Livingston High School we offer the following LDE’s: Creed, Job Interview, Prepared Public Speaking, Impromptu, and Extemporaneous Speaking.

Conferences

There are several different conferences that members can attend to develop their leadership skills, learn about agriculture, and governments role. These conferences are held up and down the state, in Washington DC, and Indianapolis.

Follow us on Social Media:

Facebook: @livingstonffa
Instagram: Livingston_FFA
Twitter: Livingston_ffa

Visit our Website to Learn More about our program!

www.livingstonffa.org

Contact our Advisors:

Anthony Drumonde
Department Chair/ Lead FFA Advisor
adrumonde@muhsd.org

Monica Alcala Larson
Agriculture Teacher
malcala@muhsd.org

Danielle Budde
Agriculture Teacher
dbudde@muhsd.org
Agricultural Education

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Through agricultural education, students are provided opportunities for leadership development, personal growth and career success.

Agricultural education instruction is delivered through three major components:

- Classroom/Laboratory instruction (contextual learning)
- Supervised Agricultural Experience programs (work-based learning)
- Student leadership organizations (National FFA Organization)

Livingston High School Agriculture Courses and Pathways

Merced Union High School District Requires all students to complete a Career Technical Education (CTE) Pathway in order to graduate. Students can meet this requirement by completing an Agriculture Pathway.

Agriculture Courses and Pathways Offered at Livingston High School:

Agriculture Business Pathway:
Intro Course: Exploration in Agriculture*
Concentration Courses: Ag Business Management or Ag Communications
Capstone Course: Agriculture Sales and Marketing

Agriscience Pathway:
Intro Course: Exploration in Agriculture*
Concentration Courses: Ag Biology* or Ag Earth Science
Capstone Course: Ag Food Science or Ag and Soil Chemistry

Ornamental Horticulture Pathway:
Intro Course: Exploration in Agriculture*
Concentration Courses: Floral Design 1*
Capstone Course: Floral Design 2 or Environmental Horticulture

Animal Science Pathway:
Intro Course: Exploration in Agriculture* or Ag Biology*
Concentration Courses: Animal Anatomy and Physiology
Capstone Course: Veterinary Science

Other Agriculture Classes:
Ag Leadership and Ag Economic/Government

*Courses recommended for Freshmen

Supervised Agriculture Experience (SAE)

What is an SAE?
The supervised agricultural experience (SAE) program involves real-world agricultural activities done by students outside of planned classroom and laboratory time. SAE’s provide a method for students to receive practical career skills in a part of agriculture in which they are interested. An SAE is an essential element to the agricultural education program. The SAE is formulated by the student with the support of parents, employers, and the agricultural instructor. The student will keep track of their hours worked and amount of money they earned within their record book.

Benefits of an SAE:
- Builds self esteem
- Application of business practices
- Focuses on individual skills
- Encourages citizenship
- Provides educational opportunities
- Develops work ethic
- Teaches responsibility
- Establishes rapport with employers

Most Common SAE’s at LHS:
- Raising an animal for the county fair.
- Raising plants in the school greenhouse.
- Working for an agriculture related in employer.
On December 7th, Livingston FFA participated in Livingston's Annual Lighted Christmas Parade. Officers and the Ag Leadership class were on the float waving and singing to the fellow community. Livingston FFA won best club float! We also got to decorate a tree which was so much fun!

Tuesday, December 11th, the Livingston FFA officers and the Greenhand officers hosted the 4 C's meeting. The Greenhand officers gained experience on how to run a meeting. The 4 C's stands for Christmas, cookies, chocolate, and cards.

At the meeting, officers went over official business and then the real fun began. Students wrote warm-hearted messages to veterans thanking them for their service and wishing them a Merry Christmas. When they completed their card, an officer collected it for them.

After writing a card, members were welcome to enjoy some delicious hot chocolate and cookies. Members had a great time spending time together and with their officers friends. In conclusion, the 4 C's meeting was a success!
On November 14, the degree banquet was held. First year members earned their Greenhand degree; second year members earned their Chapter degree. The greenhand officer team was announced and all sorts of awards were given out.

Greenhand

Tuesday, November 13th, the Ag Leadership class put on the greenhand initiation. All freshman and first year members, in FFA, were invited to be a part of voting for greenhand officers. The FFA members were greeted by our chapter officers and got their picture taken.

In the ag office, members were asked to paint their hand green so that they could put their handprint on the greenhand initiation poster. They also dyed their hands green to carry out Livingston tradition. Afterwards, members escorted to the classroom to get donuts and juices or milks.

Intiation

All members who were running for greenhand officer gave their short speeches on why they should be chosen as a greenhand officer. The voting for greenhand officers took place and everyone was required to vote. The voting was done shortly after all 13 members gave their speech.
The Livingston FFA officer team participated in the Merced, Farm2U. Victor, Derek, and Lauryn thought children about sweet potatoes. Kaci, M'Lyssa, Annika, and Jordyn thought children about corn. The children were engaged and excited to learn about commodities.

Pumpkins

On October 30th, the October meeting, pumpkins and popcorn was held. Members gather to celebrate this spooky event. Members were encourage to grab a bag of popcorn. Members had three different options: Butter popcorn, kettle corn, and cheese flavor popcorn.

Livingston FFA members pair up or individually picked one of the many pumpkins to compete in the pumpkin painting contest. Members had 15 minutes to paint a pumpkin as uniquely as they would like. With varieties of paint colors, members could paint whatever they wanted. The pumpkins were judged by the advisors and candy bags were given out for the best pumpkins.

and

Popcorn

Some members were wore exciting costumes to get into the spooky season. Other members had creative face paint. The members who dressed up were entered into a raffle to get a bag of candy and a T-shirt. Overall, the members had a fun time socializing and being with their friends.
Socktober was a one of the many ways Livingston FFA gives back to the community. Members donated packs of socks to help those who do not have these luxuries. On behalf of the officer team, thank you to all who donated. You helped make a positive impact of people's lives.

Opening and Closing Ceremonies

Livingston FFA officers and groups of greenhand (first year members) traveled to Gustine to compete in the Merced-Mariposa Opening and Closing Ceremonies. The officer team and greenhand members presented their opening and closing part to the judges. The Livingston FFA officer team received silver and our Sentinel, M'Lyssa, earned Outstanding Sentinel.
Today 22 exciting Freshmen attend the Greenhand Leadership Conference! They all had an amazing time! We can't wait to see what they accomplish as a member!
2018-2019 Recruitment

Members of our FFA Leadership Team are teaching 8th graders how to make flower pens. This serves as a glimpse of what they will be learning in our Floral 1 course!

Members of our FFA Leadership Team are teaching 8th graders how to make butter. Students in our Explorations in Ag course do this. In addition this activity shows the hands on experience the 8th graders will get in their Ag Class!

Our Livingston FFA Leadership team likes to display their projects and awards for the 8th graders. They tell them that they can do and win things like them.
There is no longer a Chapter Scrapbook competition through the state. Instead it is a Digital Year in Review competition as part of the Website Development Competition. This serves as the old scrapbook. The Livingston FFA Chapter Reporter and Historian are responsible for maintaining and completing the Digital Year in Review. I am the advisor responsible for making sure the Digital Year in Review is complete. Our Digital Year in Review won the State Award at the State FFA Leadership Conference this past April. Attached are screenshots of our Digital Year in Review.
The Livingston FFA Officer Team put on two educational displays at the Merced County Fair & Event held on October 4, 2018. The goal was to inform the third-grade students about agriculture literacy. The members presented information about sweet potatoes and corn by products.

On August 18, 2018, Livingston FFA members gathered in Livingston, California, for the Slushie Social. This was the first meeting of the school year. The officers presented an official business first, and then members enjoyed slushies and played games. Members made a lot of new friends and enjoyed the meeting. It was a great opportunity for new members to become acquainted with others and the FFA.

To see more examples of our Digital Year in Review please visit livingstonffa.org
Livingston FFA keeps an updated calendar on its webpage at http://www.livingstonffa.org/calendar.html which is available to all students, parents, and administration. All activities that are available for our students to participate in are posted to the 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 extended contract. The agriculture teachers in our department do keep track of the hours worked during the summer as a source of credibility if anyone questions why we are given extended contract. Attached is the 2019 Projected Summer Activities.
2019 Summer Activities

June
1st-9th Merced County Fair (All Teachers)
10th-13th Merced Union High School District Summer Institute
11th Top 20 Trip in Fresno (All Teachers)
24th-27th CATA Summer Conference (All Teachers)

July
23rd-27th Washington Leadership Conference (Drumonde)
29th-1st Merced Union High School District Summer Institute

August
5th-7th Chapter Officer Retreat
8th-13th Non-Instructional Day Work Days
Last year we developed a survey for our graduates to complete. This survey helps us complete the information on the R-2. As a department we are looking for was to make the survey more effective and how to reach those who fail to complete the survey. Attached is the survey.
Livingston FFA Senior Questionnaire

The Livingston High School Agriculture Department would like to be aware of our seniors plans after high school. In addition would like to stay connected to our seniors after they graduate from high school. Please fill out this questionnaire to the best of your abilities.

* Required

Email address *

Cannot pre-fill email address.

Last Name *

Your answer

First Name *

Your answer

Mailing Address *

Your answer

Year Graduated *

Your answer

Pre-fill responses, then click "Get link"

What do you plan on doing after high school? *
What do you plan on doing after high school?

- 2 Year College
- 4 Year University
- Work Force
- United States Service
- Other:

If going to college what is your anticipated major?

Your answer

If going into the workforce will your job be in the agriculture industry?

- Yes
- No
- Maybe

Current Occupation Goals *

Your answer

FFA Involvement in High School *

Your answer

How many years of agriculture classes did you take? *
How many years of agriculture classes did you take?

- 1 Year
- 2 Years
- 3 Years
- 4 Years

Never submit passwords through Google Forms.

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M. Graduate Follow Up Report

Graduate follow-up is an area that the Livingston Agriculture Department is still improving on due to constant turnover in the program. We do not have accurate records for some of our students that were previously in the program due to the high turnover rate of advisors. There is also the difficulty of locating and contacting the students once they have graduated. However with the survey created last year we are working towards improving our graduate follow up. Attached in the Graduate Follow-up Report.
### Post Graduate Follow-Up

#### Students by Graduation Year (62 Students) 2018

Only students with 3 or more years in Ag Ed will be shown in this list.

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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. Please see additional binder.
The Livingston High School Agriculture Advisory Committee meets three times a year. They meet twice in the Fall and once in the Spring. These meetings are used to discuss the goals and happenings of the Livingston High School Agriculture Department. The committee gives advice and recommendation on all areas of the program. Attached are the agendas.
Livingston High School Agriculture Department
1617 Main St. Livingston, CA 95334 (209) 398-3200

Advisory Committee Meeting Agenda
September 12, 2018 @ 6:30pm
Livingston High School Room 403

I. Call Meeting to Order
II. Introductions
III. Minutes
IV. Old Business
   A. On Site Review
      1. See recommendations in March Minutes
   B. Alumni Committee
   C. 2018-2019 Classes
V. New Business
   A. Committee Responsibilities
   B. Department Goals
   C. Committee Concerns
      1. Classes/Pathways
      2. Department
      3. FFA
      4. Other
   D. Staff Responsibilities
   E. Acquisition Plan
VI. FFA Update
VII. Upcoming Activities
    A. September 15th-COLC
    B. September 24th-Placemat Ad Sales End
    C. September 25th-Tacos and Dodgeball Meeting
    D. October 4th-FARM2U
    E. October 10th-Opening and Closing Contest
    F. October 13th-Fall Dinner
    G. October 17th-Exhibitor Meeting
    H. October 30th-Popcorn and Pumpkins Meeting
VIII. Next Advisory Committee Meeting
      A. November 13th @ 6:30pm
      B. March 13th @ 6:30pm
IX. Adjourn
Advisory Committee Meeting Agenda
November 13, 2018 @ 6:30pm
Livingston High School Room 403

I. Call Meeting to Order
II. Introductions
III. Minutes
IV. Old Business
   A. Alumni Committee
   B. Committee Responsibilities
   C. Department Goals
   D. Staff Responsibilities
   E. Acquisition Plan
V. New Business
   A. Barn Bash
   B. 2019-2020 Courses
VI. Committee Concerns
   A. Classes/Pathways
   B. Department
   C. FFA
   D. Other
VII. FFA Update
VIII. Department Update
IX. Upcoming Activities
   A. Degree Banquet- November 14th @ 6:30pm
   B. Panda Express Fundraiser- November 14th
   C. See’s Candy Fundraiser- November 26th
   D. Project Comp-December 5th
   E. Local Speaking Contest-December 15th
X. Next Advisory Committee Meeting
   A. March 13th @ 6:30pm
XI. Adjourn
Advisory Committee Meeting Agenda
March 13, 2019 @ 6:30pm
Livingston High School Room 403

I. Call Meeting to Order
II. Introductions
III. Minutes
IV. Old Business
   A. 2019-2020 Courses
V. New Business
   A. Program Updates
      1. LDE’s
      2. CDE’s
      3. Proficiencies
VI. Committee Concerns
    A. Classes/Pathways
    B. Department
    C. FFA
    D. Other
VII. FFA Update
VIII. Department Update
IX. Upcoming Activities
    A. State Degree Ceremony-March 20th
    B. Modesto Field Day-March 23rd
    C. Reedley Field Day- March 30th
    D. Cosumnes Field Day-April 6th
    E. Easter Meeting-April 9th
    F. Fresno Field Day-April 13th
    G. State Conference-April 25th-29th
    H. State Finals-May 4th
    I. End of the Year Banquet- May 10th
X. Next Advisory Committee Meeting
   A. TBD
XI. Adjourn
The Livingston High School Agriculture Advisory Committee meets three times a year. They meet twice in the Fall and once in the Spring. These meetings are used to discuss the goals and happenings of the Livingston High School Agriculture Department. The committee gives advice and recommendation on all areas of the program. Attached are the minutes.
The meeting was called to order by Advisory Committee Chairman, Dennis Brusenski at 6:40pm, September 12, 2018, in room 305 at Livingston High School.

Members Present: Dennis Brusenski, Monica Alcala, Ana Parada, Kody Stevens, Theresa Drumonde, Alyssa Melo, Sarah Lopes, Nicole Rose, Alexie Parle, Danielle Budde, Brandon Friesen, Megan Schwall, Miguel Del Toro, Gabriel Maldonado, Maria Canchola, and Anthony Drumonde.

Members Absent: John Mendes, Mirna Alcala, Bunny Becker, Amy Martinez, Robert Williamson, Garrett Pedretti, and Bernardo Garcia.

Introduction of Teachers and Members

Minutes
Minutes from the last meeting were sent out via mail. Monica Alcala moved to approve the minutes as read. Danielle Budde second the motion. There was no discussion. Motion passed with majority vote.

Old Business
On-Site Review:
   Dennis Brusenski discussed the recommendations from the Site Review from last fall that the department was currently working on. Those items are listed below with current progress:

   • That the Agriculture Instructor(s) place a greater emphasis on record keeping and that every student maintain a record book for their SAE.
     ○ Anthony Drumonde discussed that for the 2017-2018 school year students had to complete their record book for their final. All teachers implemented this except 1. So majority of students last year have a record book. This year the agriculture teachers will have student’s complete record books for their finals.
   • That the Agriculture Department Chair be involved in the interview process for hiring all new Agriculture Instructors.
     ○ Anthony Drumonde reported that according to the MUHSD Human Resource department teachers aren’t allowed to sit in the interviews.
• That a Graduate Follow-Up/Senior Exit Survey be given to all seniors in the late spring (prior to graduation) to help facilitate a more efficient method of collecting information that is reported annually to the Regional Supervisor.
  - Anthony Drumonde reported that the 2018 seniors took an exit survey at the end of the year. This was done through a google form and not every senior participated. He said they would try to send it out to seniors earlier next year.
• That the District investigates the feasibility of providing the Instructors with a Supervised Agriculture Experience (SAE) Period to ensure proper supervision of student projects. By meeting this standard, the program would qualify for an additional $2,000/FTE.
  - Anthony Drumonde reported that the MUHSD does not participate in this.

Forming an Alumni Committee:
Anthony discussed that the department has been taking steps towards creating an alumni group. The department has sent out a survey on Facebook and got 20 responses. He also discussed that the department will have cards for alumni to fill out at the Barn Bash. After the event it is the department’s goal to hold their first alumni meeting.

2018-2019 Classes:
Dennis Brusenski discussed that the following classes are being taught this year.
Anthony Drumonde commented that majority of our students have one or more classes.
  - Ag Biology (4 Sections)
  - Ag Earth Science (3 Sections)
  - Exploring Agriculture (2 Sections)
  - Food Science (2 Sections)
  - Veterinary Science (1 Section)
  - Ag Business (1 Section)
  - Floral 1 (2 Sections) and Floral 2 (1 Section)
  - Ag Leadership (1 Section)

New Business

Committee Responsibilities:
Anthony Drumonde discussed that the advisory committee’s job is to advise the department. The committee has no administrative power, but can make suggestions to policy and procedures. It is a 3 year term and the department looks for individuals with agriculture industry experience.

Department Goals:
The teachers reported their goals for the year. At the first department meeting each teacher was required to set a goal for the classroom, program, and FFA. The goals are listed below.

Drumonde:
   i. Classroom- To have at least 8 students articulates for Ag Leadership.
   ii. Program- To increases our number of students and goes to a 4 person department.
   iii. FFA- to have at least one student makes it past the sectional contest for LDE's.

b. Larson-
   i. Classroom- Keep up enrollment up for Ag Bus. and get numbers needed for a hort class.
   ii. Program- Increase parent and Alumni involvement.
   iii. FFA- Increase retention of upperclassmen.

c. Budde-
   i. Classroom- To increase floral and vet, to maintain floral 2 class. Get numbers for an animal anatomy class.
   ii. Program- To increase community support.
   iii. FFA- To add Livestock Evaluation to chapter.

Committee Concerns:
   Dennis Brusenski discussed that he would like to see a Agriculture Mechanics pathway added to our school. Other members agree with the matter. There were no other concerns.

Staff Responsibilities:
   Dennis discussed that the staff responsibilities are attached to the agenda. There were no questions of further discussion.

Acquisition Plan-
   Dennis discussed that the five year acquisition plan is attached to the agenda. He asked the committee to review it and if there were any additions email them to Anthony.

FFA Update
   Anthony discussed that the Chapter won the State Champion title for their Program of Activities. The chapter took 22 freshmen to the Greenhand Leadership Conference.

   Monica discussed that we will be holding our first ever Barn Bash. We are looking for donation items for the silent auction. We are also looking for items for the dinner and bar to be donated as well. Many committee members are looking into getting items and they will be in contact with the advisors.
Department Update
Anthony discussed that the department has over $30,000 in grants and funding for the year. Funding will go towards classroom activities, field trips, professional development, and membership. He also discussed the he is currently working on getting $20,000 worth of items through the CRAECPC Grant.

Upcoming Department Activities
- September 15th-COLC
- September 24th-Placemat Ad Sales End
- September 25th- Tacos and Dodgeball
- October 4th- FARM2U
- October 10th- Exhibitor Meeting
- October 13th-Barn Bash
- October 17th-Opening and Closing Contest
- October 18th-MCOE Ag Industry Demos
- October 30th-Popcorn and Pumpkins Meeting

Next Meeting
Barn Bash Meeting-October 3rd at 6:30pm in Room 305
Advisory Meeting- November 13th at 6:30pm in Room 403

The Meeting was adjourned at 7:51pm. By Dennis Brusenski.

Respectfully Submitted,
Anthony Drumonde
Livingston High School Agriculture Department  
1617 Main St. Livingston, CA  95334 (209) 398-3200 

Advisory Committee Meeting Minutes

The meeting was called to order by Advisory Committee Chairman, Dennis Brusenski at 6:30pm, November 13, 2018, in room 403 at Livingston High School.

Members Present: Dennis Brusenski, Monica Alcala, Mirna Alcala, Kody Stevens, Robert Williamson, Sarah Lopes, Nicole Rose, Danielle Budde,, Miguel Del Toro, Maria Canchola, and Anthony Drumonde.

Members Absent: John Mendes, Amy Martinez, Garrett Pedretti, Theresa Drumonde, Alyssa Melo, Brandon Friesen, Megan Schwall, Ana Parada, Gabriel Maldonado

Minutes
Minutes from the last meeting were sent out via mail and read at the meeting. Monica Alcala moved to approve the minutes as read. Sarah Lopes second the motion. There was no discussion. Motion passed with majority vote.

Old Business
Forming an Alumni Committee:
Anthony discussed with the committee that the department had gathered a database of Alumni Members. The Agriculture Department would like to hold off on forming an Alumni Group until they have gathered a stronger database. They Agriculture Department staff would like to wait till they expand their program so one agriculture instructor can head the committee.

Committee Responsibilities:
Anthony Drumonde reminded advisory members that the advisory committee’s job is to advise the department. The committee has no administrative power, but can make suggestions to policy and procedures. It is a 3 year term and the department looks for individuals with agriculture industry experience.

Department Goals:
The teachers reported their goals for the year. At the first department meeting each teacher was required to set a goal for the classroom, program, and FFA. The goals are listed below.

A. Drumonde:
   i. Classroom- To have at least 8 students articulate for Ag Leadership.
   ii. Program- To increases our number of students and goes to a 4 person department.
   iii. FFA- to have at least one student makes it past the sectional contest for LDE’s.

b. Larson-
i. Classroom - Keep up enrollment up for Ag Bus. and get numbers needed for a hort class.
ii. Program - Increase parent and Alumni involvement.
iii. FFA - Increase retention of upperclassmen.

b. Budde -
   i. Classroom - To increase floral and vet, to maintain floral 2 class. Get numbers for an animal anatomy class.
   ii. Program - To increase community support.
   iii. FFA - To add Livestock Evaluation to chapter.

Staff Responsibilities:
Dennis discussed that the staff responsibilities are attached to the agenda. There were no questions of further discussion.

Acquisition Plan:
The committee analyzed every part of the five year acquisition plan. Anthony discussed why the agriculture department had put certain items on the plan. There were no changes made.

New Business
2019-2020 Classes:
Currently the Livingston Agriculture Department has the following courses:
   - Ag Biology (4 Sections)
   - Ag Earth Science (3 Sections)
   - Exploring Agriculture (2 Sections)
   - Food Science (2 Sections)
   - Veterinary Science (1 Section)
   - Ag Business (1 Section)
   - Floral 1 (2 Sections) and Floral 2 (1 Section)
   - Ag Leadership (1 Section)

As a department they would like to add the following courses to the 2019-2020 school year while maintaining all current classes.
   - Ag Econ and Government
   - Horticulture
   - Soil Chemistry
   - Animal Anatomy and Physiology

Offer these classes would allow the department to create stronger pathways and allow them to offer an animal science pathway.

There was a conversation about data and wondering why enrollment has fluctuated and students haven’t been retained. Anthony addressed that we do not have any hard data because of the constant turnover. We can start collecting data and move forward with the courses and pathways to meet the students’ needs and desires.
Barn Bash:
Monica discussed that the Barn Bash brought in a little under $11,000. She thanked everyone for their support and assistance with the event. She discussed that next year we will set up committees to help delegate task of the Barn Bash.

FFA Update
Anthony discussed that the program currently have a See’s Candy Fundraiser and Panda Express Fundraiser happening. The department has several students who are participating in the project competition. The Leadership Development Events and Career Development Events Teams are starting to practice. In addition the chapter is taking 8 Students to MFE/ALA and 16 students to State Conference. As far as livestock projects go there are 18 Swine, 3 Beef Cattle, 2 Dairy Cattle, 22 Goats, 3 Sheep, and 25 Meat Pens.

Department Update
Anthony discussed that the department received $13,000 from the CRAE CPC Grant. The department will also be receiving a new school vehicle soon. Anthony also mentioned that the Administration is very supporting of the department and is willing to do whatever it takes to make the department successful.

Upcoming Department Activities
- Degree Banquet-November 14th @ 6:30pm
- Panda Express Fundraiser- November 14th
- See’s Candy Fundraiser-November 26th
- Project Comp-December 5th
- Local Speaking Contest-December 15th

Next Meeting
Advisory Meeting- March 13th at 6:30pm in Room 403

The Meeting was adjourned at 7:14pm. By Dennis Brusenski.

Respectfully Submitted,

Anthony Drumonde
Livingston High School Agriculture Department  
1617 Main St. Livingston, CA 95334 (209) 398-3200  
Advisory Committee Meeting Minutes

The meeting was called to order by Advisory Committee Chairman, Dennis Brusenski at 6:38pm, March 13, 2019, in room 403 at Livingston High School.

Members Present: Dennis Brusenski, Monica Alcala, Mirna Alcala, Sarah Lopes, Nicole Rose, Danielle Budde, Megan Schwall, Maria Canchola, April Baez, and Anthony Drumonde.

Members Absent: John Mendes, Amy Martinez, Garrett Pedretti, Theresa Drumonde, Alyssa Melo, Brandon Friesen, Ana Parada, Gabriel Maldonado, Kody Stevens, Robert Williamson, Miguel Del Toro,

Minutes
Minutes from the last meeting were sent out via mail and read at the meeting. Megan Schwall moved to approve the minutes as read. Monica Alcala second the motion. There was no discussion. Motion passed with majority vote.

Old Business

2019-2020 Classes:

Currently the Livingston Agriculture Department has the following courses:

- Ag Biology (4 Sections)
- Ag Earth Science (3 Sections)
- Exploring Agriculture (2 Sections)
- Food Science (2 Sections)
- Veterinary Science (1 Section)
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There was a conversation about data and wondering why enrollment has fluctuated and students haven’t been retained. Anthony addressed that we do not have any hard data because of the constant turnover. We can start collecting data and move forward with the courses and pathways to meet the students’ needs and desires.

Barn Bash:
Monica discussed that the Barn Bash brought in a little under $11,000. She thanked everyone for their support and assistance with the event. She discussed that next year we will set up committees to help delegate task of the Barn Bash.

Old Business
LDE’s:
Anthony discussed that the program had students compete in Creed, Job Interview, Prepared, and Impromptu. He discussed that the program had one student make it on for Impromptu and that student will be competing at regionals on Friday.

CDE’s:
Anthony discussed that the department has 7 judging teams. Those teams are Livestock Evaluation, Farm Business Management, Marketing, Floriculture, Nursery Landscape, Veterinary Science, and Dairy Products. Marketing placed 5th at Arbuckle Field Day. Farm Business Management placed 3rd at Davis Field Day. Floral placed 3rd at Le Grand Field Day.

Proficiencies:
Anthony discussed that they submitted two proficiencies for Regions and they both won and will be going on to compete at the State net month.

FFA Update
Anthony discussed that the program will take 18 students to the State Leadership Conference in Anaheim. Those six students will receive their state degrees.

Department Update
Anthony discussed that the department is growing and that we will be hiring a 4th person by the end of the month.

Upcoming Department Activities
- State Degree Ceremony-March 20th
- Modesto Field Day-March 23rd
- Reedley Field Day- March 30th
- Cosumnes Field Day-April 6th
- Easter Meeting-April 9th
- Fresno Field Day-April 13th
- State Conference-April 25th-29th
- State Finals-May 4th
- End of the Year Banquet- May 10th
Next Meeting
TBD

The Meeting was adjourned at 7:10pm. By Dennis Brusenski.

Respectfully Submitted,

Anthony Drumonde
The Livingston High School Agriculture Advisory Committee meets three times a year. They meet twice in the Fall and once in the Spring. These meetings are used to discuss the goals and happenings of the Livingston High School Agriculture Department. The committee gives advice and recommendation on all areas of the program. Attached is the District approved Advisory Committee Constitution.
Advisory Committee for Agriculture Education
Merced Union High School District
Merced, California
Approved 2011

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<thead>
<tr>
<th>Atwater High School</th>
<th>Buhach Colony High School</th>
<th>Golden Valley High School</th>
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<td>Livingston High School</td>
<td>Merced High School</td>
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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 crosssection 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 called program completion standards. These standards can be evaluated in a variety of ways through a student's coursework and assessments. SAE and FFA involvement are also considered and analyzed. Attached are the program completion standards.
1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender-receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.
2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in the California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking
Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
6.6 Maintain a safe and healthful working environment.
6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
7.1 Recognize how financial management impacts the economy, workforce, and community.
7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to changing and varied roles and responsibilities.
7.4 Practice time management and efficiency to fulfill responsibilities.
7.5 Apply high-quality techniques to product or presentation design and development.
7.6 Demonstrate knowledge and practice of responsible financial management.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
8.1 Access, analyze, and implement quality assurance standards of practice.
8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.
10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.

10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.

10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.

10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
Agriculture and Natural Resources
Pathway Standards

A. Agricultural Business Pathway

In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:

- Agriculture Inspector
- Farm and Ranch Manager
- Sales Representative
- Business Controller
- Agricultural Credit Manager

A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.

A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.

A1.3 Compare the advantages and disadvantages of the types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.

A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.

A2.2 Communicate basic agricultural economic terminology.

A2.3 Apply the law of supply and demand and evaluate its effect on price determination.

A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Predict how the law of diminishing returns impacts agricultural production.

A3.0 Explore the role of credit in agribusiness and agricultural production.

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).
A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.

A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.

A4.1 Compare and contrast cash and accrual accounting systems.

A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.

A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.

A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.

A4.5 Determine property values and complete a depreciation schedule.

A4.6 Formulate the tax obligations for an agribusiness.

A5.0 Manage risk and uncertainty.

A5.1 Explore environmental issues that impact agribusiness.

A5.2 Determine the meaning and importance of risk and uncertainty.

A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.

A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.

A5.5 Identify best practices and include in farm planning to reduce risk.

A5.6 Prepare a comprehensive risk management and contingency plan.

A6.0 Evaluate the role and value of agricultural organizations.

A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.

A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.

A6.3 Identify, and electronically access, public and private agricultural organizations.

A7.0 Understand agricultural marketing systems.

A7.1 Explain how marketing functions in a free-market society.

A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.

A7.3 Analyze how the law of comparative advantage affects agricultural production.

A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.5 Assess how promotion trends for agricultural products influence individuals.
A7.6 Develop a marketing plan for an agricultural product or service.

A8.0 Understand the sales of agricultural products and services.
A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
A9.1 Describe how the importance of agricultural imports and exports affects state and national economies.
A9.2 Summarize how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Research how biotechnology affects trade and global economies.
A9.5 Evaluate how different cultural values affect agricultural production and marketing.
A9.6 Explain how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.
C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:

- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

C1.0 Evaluate the role of agriculture in the California economy.
   C1.1 Understand the history of the agricultural industry in California.
   C1.2 Describe how California agriculture affects the quality of life.
   C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
   C1.4 Research the economic impact of leading California agricultural commodities.
   C1.5 Assess the economic impact of major natural resources in California.
   C1.6 Distinguish between the economic importance of major agricultural exports and imports.
   C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.

C2.0 Examine the interrelationship between agriculture and the environment.
   C2.1 Identify important agricultural environmental impacts on soil, water, and air.
   C2.2 Explain current environmental challenges related to agriculture.
   C2.3 Summarize how natural resources are used in agriculture.
   C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
   C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Analyze the effects of technology on agriculture.
   C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
   C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.
C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4 Research the laws and regulations concerning biotechnology.
C3.5 Integrate the use of technology when collecting and analyzing data.

C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
C4.1 Understand the evolution and roles of domesticated animals in society.
C4.2 Differentiate between domestication and natural selection.
C4.3 Compile the modern-day uses of animals and animal by-products.
C4.4 Defend various points of view regarding the use of animals.
C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).

C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
C5.1 Identify the function of cells.
C5.2 Analyze the anatomy and physiology of cells.
C5.3 Understand various cell actions, such as osmosis and cell division.
C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.

C6.0 Explore animal anatomy and systems.
C6.1 State the names, and find the locations, of the external anatomy of animals.
C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Comprehend basic animal genetics.
C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
C7.4 Explain the fertilization process.
C7.5 Distinguish between the purpose and processes of mitosis and meiosis.

C8.0 Understand fundamental animal nutrition and feeding.
C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.
C9.0 Evaluate basic animal health.
   C9.1 Assess the appearance and behavior of a normal, healthy animal.
   C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
   C9.3 Analyze the causes and controls of common animal diseases.
   C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
   C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

C10.0 Explain soil science principles.
   C10.1 Recognize the major soil components and types.
   C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
   C10.3 Assess water delivery and irrigation system options.
   C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C11.0 Analyze plant growth and development.
   C11.1 Understand the anatomy and functions of plant systems and structures.
   C11.2 Identify plant growth requirements.
   C11.3 Discern between annual, biennial, and perennial life cycles.
   C11.4 Examine sexual and asexual reproduction in plants.
   C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
   C11.6 Summarize the respiration process in the breakdown of food and organic matter.

C12.0 Understand fundamental pest management.
   C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
   C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
   C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Design agricultural experiments using the scientific method.
   C13.1 State the steps of the scientific method.
   C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.
D. Animal Science Pathway

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

Sample occupations associated with this pathway:

- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.

D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.

D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.

D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.

D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.

D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.

D3.1 Compare and contrast animal cells, tissues, organs, and body systems.

D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.

D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.
D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.

D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.

D4.2 Research the gestation process and basic fetal development.

D4.3 Explain the parturition process, including the identification of potential problems and their solutions.

D4.4 Select animal breeding methods based on reproductive and economic efficiency.

D4.5 Select a breeding system based on the principles of genetics.

D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).

D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.

D5.2 Select animals, based on quantitative breeding values, for specific characteristics.

D5.3 Research and discuss current technology used to measure desirable traits.

D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.

D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.

D6.1 Evaluate the signs of normal health in contrast to illness and disease.

D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.

D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.

D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.

D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.

D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.

D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.

D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.

D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.

D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.

D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Explain challenges associated with animal waste management.
D8.1 Assess treatment and disposal management systems for animal waste.
D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Assess animal welfare concerns and management practices that support animal welfare.
D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
D9.2 Discuss consumer concerns with animal production practices relative to human health.
D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.

D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.

D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.
D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.
F. Ornamental Horticulture Pathway
The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:
- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

F1.0 Compare and contrast the hierarchical classification of plants.
   F1.1 Practice how to classify and identify plants by order, family, genus, and species.
   F1.2 Demonstrate how to identify plants by using a dichotomous key.
   F1.3 Illustrate how common plant parts are used to classify the plants.
   F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
   F1.5 Identify and select plants for local landscape applications.

F2.0 Summarize plant physiology and growth principles.
   F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
   F2.2 Diagram the seed’s essential parts and explain the functions of each.
   F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
   F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
   F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
   F2.6 Explore the factors that affect plant growth.

F3.0 Demonstrate plant propagation techniques.
   F3.1 Explain the different forms of sexual and asexual plant reproduction.
   F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
   F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.0 Develop and implement a plan for basic integrated pest management.
   F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
F4.2 Research how pesticide regulations and government agencies affect agriculture.
F4.3 Identify common horticultural pests and diseases and methods of controlling them.
F4.4 Design an integrated approach to solving plant problems.

F5.0 Summarize water and soil (media) management practices.
F5.1 Explain how basic soil science and water principles affect plant growth.
F5.2 Illustrate basic irrigation design and installation methods.
F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
F5.4 Research major issues related to water sources and water quality.
F5.5 Explain the components of soilless media and test the use of those media in various types of containers.

F6.0 Apply ornamental plant nutrition practices.
F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
F6.2 Use basic nutrient testing procedures on soil and plant tissue.
F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
F6.4 Read and interpret labels to properly apply fertilizers.

F7.0 Develop a plan for the selection, installation, and maintenance of turf.
F7.1 Explain the selection and management of landscape and sports field turf.
F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
F7.3 Distinguish how the use of turf benefits the environment.

F8.0 Employ nursery production principles.
F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
F8.2 Use common nursery production practices.
F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Design a marketing and merchandising strategy to use in nursery production.

F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.
F9.4 Install landscape components and electrical, land, and water features.
F10.0 Understand basic landscape planning, design, construction, and maintenance.
   F10.1 Utilize terms associated with landscape and design in appropriate context.
   F10.2 Produce a residential design, including how to render design to scale using design technology and principles.
   F10.3 Use proper landscape planting and maintenance practices.
   F10.4 Prune ornamental shrubs, trees, and fruit trees.
   F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.
   F11.1 Demonstrate the use of plant materials and tools.
   F11.2 Apply basic design principles to products and designs.
   F11.3 Handle, prepare, and arrange cut flowers appropriately.
   F11.4 Develop a marketing and merchandising strategy to use in the floral industry.
S. Teaching Credentials

All instructors in the Livingston Agriculture Department are appropriately credentialed for the courses they teach. All three instructors have obtained a Single Subject Credential in Agriculture as well as an Agriculture Specialist Credential. Currently two members are pursuing their Master's degree in Agriculture Education with Cal Poly San Luis Obispo. Attached is a copy of my Single Subject Credential in Agriculture and my Agriculture Specialist Credential.
To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator Information:

Last Name: DRUMONDE  
First Name: ANTHONY  
Middle Name: BORGES

Document Information:

Document Number: 170160254  
Document Title: Single Subject Teaching Credential  
Terms: Preliminary  
Status: Valid  
Issue Date: 6/16/2017  
Expiration Date: 7/1/2022  
Original Issue Date: 6/16/2017  
Grades:  
Special Grades:  
SB1969 (Title 5 §80487): 

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 Additional

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.

Authorization / Subjects

Authorization Code Authorization Description Subject Code Subject Description

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

ELAS The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.

NONE

Employment Restrictions
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:**

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### Renewal Requirements

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<td>R20</td>
<td>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.</td>
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### Authorization / Subjects

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### Employment Restrictions

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Livingston FFA participates in many different activities throughout the school year. Our FFA members participate in activities at the chapter, sectional, regional, and state levels. A few examples of the different activities that Livingston FFA participate in include:

- Chapter Meetings
- Community Service
- Leadership Conferences
- Leadership Development Events
- Career Development Events
- Numerous Trips

Attached is the 2018-2019 Chapter calendar of activities.
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**Dec 2018 (Pacific Time - Los Angeles)**

- **Dec 2**: 5pm - Court of Trees
- **Dec 3**: 7am - Sectional
- **Dec 4**: 6pm - Livingston
- **Dec 5**: 8am - Farm Clean
- **Dec 9**: 12:30pm - 4 C's FFA
- **Dec 10**: 8am - Local Job
- **Dec 16 - 22**: Finals Week
- **Dec 23 - 29**: Winter Break
- **Jan 1 - 5**: Winter Break
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Professional development has been one of my favorite parts of working in my district and at my high school specifically. There are a variety of professional development events offered to teachers throughout the year. Along with CATA and Induction I have attended on average one professional development a month. As part of the Incentive Grant Review process, each agriculture teacher is required to keep track of all in-service activities and then as a department we report back to the state. Attached in a list of my Professional Development activities for the 2018-2019 school year.
# Professional Growth Activities

The following is a list of professional development activities that I have attended and plan on attending during the 2018-2019 school year:

<table>
<thead>
<tr>
<th>Date</th>
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<td>July 30-31, 2018</td>
<td>Merced Union High School District Summer Institute</td>
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<tr>
<td>August 13, 2018</td>
<td>Mandated Reporter Training</td>
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<td>LHS Site Professional Development</td>
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<td>October 3, 2018</td>
<td>Induction Professional Development Day</td>
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<td>November 7-8, 2018</td>
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<td>Central Region CATA Meeting and Roadshow</td>
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<td>LHS Site Professional Development</td>
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<td>January 23, 2019</td>
<td>Induction Professional Development Day</td>
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<tr>
<td>March 4-6, 2019</td>
<td>Project Based Learning Training</td>
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<td>Induction Professional Development Day</td>
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<td>June 24-28, 2019</td>
<td>CATA Summer Conference</td>
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</table>
Livingston FFA currently has 393 students enrolled in agriculture classes for the 2018-2019 school year. This year we have had a large jump in enrollment due to the success of the program. All three of the Ag teachers have their prep sold out, which has made more sections available to students. We complete are R-2 online through calaged.org. Attached is the current R-2.
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<th>Course Name</th>
<th>Student Count</th>
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# Livingston Courses Report

**Agricultural Biology (Period: 1)**

Monica Alcala Larson

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**Student Count**

31
## Livingston
### Courses Report

**Agricultural Biology (Period: 2)**
Monica Alcala Larson

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**Student Count**

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# Livingston Courses Report

## Agricultural Biology (Period: 6)

Monica Alcala Larson

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35
# Livingston Courses Report

**Agricultural Biology** *(Period: 7)*  
Monica Alcala Larson

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### Agriculture Business Management (Period: 4)

**Monica Alcala Larson**

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18
# Livingston Courses Report

Floriculture & Floral Design (Period: 1)
Danielle Budde

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26
## Livingston Courses Report

### Floriculture & Floral Design (Period: 2)

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37
### Livingston Courses Report

**Floriculture & Floral Design** *(Period: 7)*  
Danielle Budde

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26
## Livingston Courses Report

### Veterinary Science (Period: 6)

Danielle Budde

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36
### Livingston
Courses Report

Ag Communications & Leadership *(Period: 6)*

Anthony Drumonde

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17
# Livingston Courses Report

**Agricultural Environmental & Earth Science** *(Period: 2)*

*Anthony Drumonde*

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33
# Livingston Courses Report

**Introduction to Agriculture (Period: 4)**

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W. Travel Request

Part of Merced Union High School District Requirements are that all travel request must be submitted at least six weeks in advance. The department chair submits paperwork to the appropriate offices, which includes: Student Body Office and Administration. The department chair must submit their own travel on Trip Tracker. All out of state travel must be approved by the Superintendent and the Merced Union High School District Board. Attached is a trip request with permission slip, a trip tracker travel request, and a copy of a out of state trip request.
FIELD TRIP SITE PERMISSION & CHECKLIST
Livingston High School

PERMISSION: Fill out the top portion of this form and receive admin permission prior to planning. Preferably 6 weeks in advance.

Organization: FFA
Date of Trip: 3/21/19
Coordinator: A. Drumonde
Trip Overview: Students will present to elementary school students about agriculture.

Admin Signature of Approval: [Signature]
Date: 3/1/19
Admin is responsible for entering Field Trip into Activities and Events calendar.

CHECKLIST: Complete the items below (if applicable). Prior to trip departure, sign this form below acknowledging that you have completed the checklist and turn it into the SBO.

- Fill out DISTRICT Permission Slip Form.
- Submit transportation paperwork (club and athletics in SBO, classes and other with admin).
- Submit funding requisitions (club and athletics in SBO, classes and other with admin).
- Enter staff absence(s) and request substitute(s).
- Hand out and collect District Permission Slip forms from students (a copy must be left in the office and one taken on trip).
- Check Student Eligibility List (on file in Field Trip folder or in SBO).
- Confirm transportation with SBO 2 weeks prior to trip.
- Provide cafeteria with student list WITH student ID #’s 2 weeks prior to trip (if applicable).
- Provide attendance and admin with student list WITH student # at least 2 DAYS prior to trip.
  Attendance will provide notice of trip and list of students to teachers prior to trip.
- Scan or turn in copies of District Permission Slips admin or attendance prior to trip departure.
- Submit this form to admin or attendance prior to trip departure.

Field Trip Folder (Shared Drive) Link: https://drive.google.com/open?id=0BwDvJtFYt9tHUnhI0dUaUdHTmc
Please be aware that Attendance needs Student # and Cafeteria needs Student ID #.

I acknowledge that I have completed the checklist.
Coordinator Signature: ________________________________ Date: ________________________________

Received in SBO by: ________________________________ Date Receive: ________________________________

Updated 2/5/19 Original 8/8/17 AP
Trip Request - Trip ID: 10430 FFA Incentive Trip

Trip Details
Trip Name: FFA Incentive Trip
Trip ID: 10430
Trip Date: 6/11/2019
Trip Type: White Fleet
Activity: AG
Reason for Trip: To reward our top 20 members.
Submitter: adrumonde
Requester: Drumonde, Anthony
Account: LHS AG - Fleet
Account Notes: 01-0000-0-5711.00-1110-1000-130-300-025

Origin:
Origin Departure Date/Time: 6/11/2019 8:00 AM
Origin Return Date/Time: 6/11/2019 7:00 PM

Destination:
Island Water Park
Arrival Date/Time: 6/11/2019 10:00 AM
Departure Date/Time: 6/11/2019 5:00 PM

No. of Adults: 3
No. of Students: 20
No. of Accommodations: No
No. of Wheelchairs: 0
No. of Vehicles: 3

Contact Name: Anthony Drumonde
Contact Phone: 209-564-8008

Notes:

Edit Request
MERCED UNION HIGH SCHOOL DISTRICT

PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

School: Livingston High School
Activity: Shaffer Ag Day
Destination: Atwater CA
Method of Transportation: Van
Departure Date & Time: March 21, 2019@7am
Return Date & Time: March 21, 2019@3pm
Departure Location: Livingston High School
Return Location: Livingston High School
Contact Person: Anthony Drumonde

Authorized:
Signature A. Parle
Print A. Parle
Title A.P.
Date 3/21/19

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.

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:

**Medical Condition:**

MEDICATION MUST BE SENT TO SCHOOL IN THE ORIGINAL BOTTLE

The medication has been prescribed by Dr. ________________________________,

(Name of Doctor) ________________________________,

(Doctor’s Phone Number)

**PHYSICIAN STATEMENT:**

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Side effects or special instructions:

__________________________________________

Prescribed by: ____________________________

Physician’s Signature ______________________

Date __________

☐ VERIFIED BY SCHOOL NURSE

______________________________ School Nurse

My child/ward is allergic to the following medications:

________________________________________

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: ____________________________

Pupil’s Medical Insurance Carrier: ____________________________ Name ____________________________

Policy #: ____________________________ Phone No. ____________________________

Address of Medical Insurance Carrier: ____________________________

________________________________________

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.
Thanks for filling out Out-of-State Student Field Trip Request

Here's what we got from you:

**Out-of-State Student Field Trip Request**

All out-of-state travel for school-related events must be approved by the Merced Union High School District Board of Trustees. Board approval must be obtained prior to travel and before any fundraising events are held. This form should be used for any proposed out of state travel. A detailed itinerary of the trip must be attached. Based upon information provided, Cabinet will review the request. Upon Cabinet's approval, a Board Reference will be developed and submitted to the Board of Trustees for consideration. It takes approximately 30 days to obtain approval from Cabinet, process the Board Reference, and obtain approval from the Board of Trustees. Therefore, it is the site principal's responsibility to ensure that the request is received in a timely manner.

*Request is due 10 business days before the board meeting date*

Your email address (adrumonde@muhsd.org) was recorded when you submitted this form.

**School Site:** *

LHS

**Name of class, team, or organization:** *

Livingston FFA

**Name of Staff Contact or Travel Organizer:** *

Anthony Drumonde

**Name of activity/event:** *

Washington Leadership Conference
Location of activity/event (city and state): *
Washington DC

Planned departure date: *
July 23 2019

Planned return date: *
July 7 2019

Number of students traveling: *
3

How many female students attending? *
2

List names of female chaperones attending (Affiliation ex. teacher, counselor, parent)? *
N/A-Female Chaperones are provided through the conference.

How many male students attending? *
1

List names of male chaperones attending (Affiliation ex. teacher, counselor, parent)? *
Anthony Drumonde

Method of transportation: *
Flying

How many days of school will student(s) miss? *
Explain the activity or event? Elaborate how it will benefit students? *

FFA members leave WLC with the knowledge and the confidence to act in ways that help their schools, community, and their country. This conference focuses on Community Development and SERVE: the ability to grow and develop others and serve your community.*

What is the reason for traveling out-of-state rather than finding an in-state option? *

This conference is not provided within the state.

What is the estimated total expense and what funds will be used to cover the travel/ accommodations? *

$7000, the cost will be paid by the students and teachers. The Livingston FFA chapter will pay part of the trip.

Will any substitutes be needed? If yes, how many and for how many days? What funds will be used to cover the cost of the substitutes? *

No

Enter the link to the activity or event's website?

https://www.ffa.org/conference/washington-leadership-conference-wlc/

If no link is available, please upload a brief overview and schedule of activity or event (PDF's Only)

Files submitted:

Create your own Google Form
2018-19 LHS Conference Request and Oversight Form

Please fill out the below.

LHS/MUHSD Travel Procedures:
https://docs.google.com/document/d/1QgZsfwEjoD6atbCV6ICfk2VbtEi214M8dZ3PEhLOTE8/edit?usp=sharing

For more information on MUHSD travel and conference procedures, please visit the MUHSD Travel and Conference website at http://www.muhsd.org/business-services/travel-conference-procedures.

* Required

First Name *

Your answer

Last Name *

Your answer

Conference Title *

Your answer

Please copy and paste link to conference website.*

Your answer
Conference Location *

Your answer

Conference Start Date *

Your answer

TOTAL Anticipated Cost - Hotel, Airfare, Mileage, Per Diem, Registration, etc. (Please review the new rates in the links above.) *

Your answer

What are the areas of needs that you expect to learn new skills, strategies and/or tools for? Please be specific. *

Your answer

What is your plan for implementation of the learned skills, strategies and/or tools? *

Your answer

What is your plan to measure student learning growth based on your implementation? *

Your answer

What is your plan to share out with staff? *

Your answer
Please list all of the off site conferences you've attended in the last 3 school years. *

Your answer

SUBMIT

Never submit passwords through Google Forms.
X. CATA Membership

At Livingston High School all instructors of the Agriculture Department are paid members of the California Agricultural Teachers' Association. Our department chair takes care of all our dues through our department budget. Attached is a copy of my paid membership to CATA.
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

Anthony Dernorste

SERVING AGRICULTURE BY TEACHING
2018/2019 ACTIVE MEMBER
At Livingston High School all individuals who attend on-site and off-site professional development activities must complete the a google form and submit it within two weeks after the activity. For off-site professional development activities we have to present what we learned at either a department meeting, staff meeting, or a district conference. Attached are the on-site and off-site professional development google forms.
2018-19 LHS Post Professional Development Survey (off-site)

* Required

First Name *

Your answer

Last Name *

Your answer

What training did you attend? *

Your answer

What covered skill, technique, tool or strategy have you implemented? *

Your answer

How specifically has your instruction changed due to this training? *

Your answer
How has the training impacted your overall student learning outcomes? *

Your answer

How have you already showcased or shared your learning and implementation data? (check all that apply) *

☐ At a Staff Meeting

☐ At an Impact Team Meeting

☐ At a Department Meeting

☐ At a School Site Council Meeting

☐ Other:

SUBMIT

Never submit passwords through Google Forms.

This form was created inside of Muhsd.k12.ca.us. Report Abuse - Terms of Service
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>What training did you participate in?</th>
<th>What covered skill, technique, tool or strategy</th>
<th>How specifically has your instruction changed</th>
<th>How has the training impacted your overall teaching?</th>
<th>How have you already showcased or shared your learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony</td>
<td>Drazone</td>
<td>CATA Regional Meeting</td>
<td>Proficiency Award Applications and Why CTE is important.</td>
<td>I have become more knowledgeable, I have put more thought into what kind of culture I want into my classroom and have implemented it.</td>
<td>My students are now more successful.</td>
<td>At a Department Meeting</td>
</tr>
<tr>
<td>Anthony</td>
<td>Drazone</td>
<td>New Professionals</td>
<td></td>
<td></td>
<td>My students are more structured.</td>
<td>At a Department Meeting</td>
</tr>
</tbody>
</table>
LHS Learning Opportunity Feedback Survey 2018-19 (On-site)

Thank you for participating in this learning opportunity! Please share your thoughts so we can improve for next time. Your email will be collected.

Your email address (adrumonde@muhsd.org) will be recorded when you submit this form. Not you? Switch account

* Required

First Name *

Your answer

Last Name *

Your answer

What training did you attend? *

- CTE Anchor Standards, 4/15/19

I learned something new at this training. *
I learned something new at this training.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

I will implement a skill, technique, tool or strategy that was covered at the training. *

- Strongly agree
- Agree
- Disagree
- Strongly disagree

The training was engaging and interactive. *

- Strongly agree
- Agree
- Disagree
- Strongly disagree

The training materials were helpful. *
The training materials were helpful.

- [ ] Strongly agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly disagree
- [ ] n/a

My overall satisfaction with the training: *

1. Low
2. 
3. 
4. High

Training highlight:

Your answer

What are you interested in exploring next time?

Your answer

Feedback for the presenter(s):

Your answer

Please add any questions, comments or concerns.

Your answer
Z. Wish List

At Livingston High School all instructors of the Agriculture Department meet to discuss the goals of the department and what pathways need more attention with funding and purchases. We work together to develop one large department wish list in a 5 year projected plan of acquisition of items. Attached in the Departments 5 year acquisition plan.
Livingston High School Agriculture Department
5-Year Facility and Equipment Acquisition Plan

2018-2019
1. Increase to a four person department.
2. Implement floral shop with Floral 2 class.
3. Improve swine unit sewage and waste disposal.
4. Improve rabbit facility by putting in a new roof.
5. Have a student manager for farm facilities.
6. Re-establish plant sale.

2019-2020
1. Buy a small stock livestock trailer.
2. Purchase tools for Veterinary CDE team.
3. Improve Animal Anatomy equipment.
4. If Floral 2 is maintained, we would like a room for our Floral shop.
5. Have a complete Ag Business Pathway by having Ag Econ and Government.
6. Build a FFA BBQ trailer.

2020-2021
1. Increase to a five person department
2. Purchase new Ag Vehicles, at least two new vans.
3. Establish Fruit and citrus trees around campus.
4. Remodel room 403.
5. Establish a layer program on campus.

2021-2022
1. Get a student teacher.
2. Have one teacher go to mentor training.
3. Establish an Aquaculture Unit on campus.
4. Update sheep and goat unit.
5. Update greenhouse facilities.

2022-2023
1. Increase program to include Agriculture Mechanics.
2. Create and maintain an Ag Wood Pathway.
3. Upgrade science classrooms to help students meet NGSS.
4. Implement Agriscience projects.
5. Establish internships within the community for students in capstone
AA. Operating Budget

We have several sources of revenue that include: Ag Incentive Funds, Perkins Funds, Site Funds, and our FFA account through the Student Body Office.

Our department meets to discuss how funds are to be allocated and spent throughout the year. The department chair is responsible for submitting and maintaining all purchase order, budget transfers, and other financial activities/concerns as they occur. Each teacher also has a variety of specific accounts through the Student Body Office for their courses. Attached are account summaries for Agriculture Incentive Grant, Perkins, and the FFA Student Body Account.
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)

Funding Year: 2017-2018

Livingston High School
(School Site)

Merced Union High School District
(District)

Signature of Agriculture Teacher
Responsible for the Program

Name/Title of Person Preparing Report

Telephone Number:

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.

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct. No.</th>
<th>Classification</th>
<th>Description of Item for Which Funds Were Expended</th>
<th>A Incentive Grant Funds</th>
<th>B Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td></td>
<td>9,869.78</td>
<td>9,869.78</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Subtotal for 4000</td>
<td></td>
<td>9,869.78</td>
<td>9,869.78</td>
</tr>
<tr>
<td>3</td>
<td>5000</td>
<td>Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td>1. Travel/Conference</td>
<td>1,915.22</td>
<td>1,915.22</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Subtotal for 5000</td>
<td></td>
<td>1,915.22</td>
<td>1,915.22</td>
</tr>
<tr>
<td>9</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Subtotal for 6000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Total for 4000–6000 Lines 2,8,13</td>
<td></td>
<td>11,785.00</td>
<td>11,785.00</td>
</tr>
</tbody>
</table>

TOTAL Incentive Grant Allocation: $11,785.00

PART B Complete this portion if a waiver of the matching requirement was granted.
<table>
<thead>
<tr>
<th>Line</th>
<th>Acct No.</th>
<th>Classification</th>
<th>Description of Item for Which Funds Were Expended</th>
<th>Incentive Grant Funds</th>
<th>Amount of Salary and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1000</td>
<td>Salaries</td>
<td>Teacher's Summer Service Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers Salaries for Project Supervision Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3000</td>
<td>Benefits</td>
<td>Benefits for the Above Items (1000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Signature - District Superintendent or Designee

Date: 

CARL PERKINS PROGRAM
2019-2020 PLAN

- Department Chairs complete one plan for each sequenced program in a CTE Department.
- Plan must be approved by the Principal and Perkins oversight administrator.
- Plans will be reviewed and require approval of District CTE Committee in order to be submitted as part of the MUHSD District plan to CDE.
- CDE grants final approval before expenditures can begin.

<table>
<thead>
<tr>
<th>School:</th>
<th>LHS</th>
<th>Chair or Teacher:</th>
<th>Anthony Drumonde</th>
<th>Amount:</th>
<th>$1,800</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Department:</td>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Sector:</td>
<td>Agriculture and Natural Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Pathway:</td>
<td>Agriculture Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROGRAM REVIEW QUESTIONS

1. Career Technical Student Organization (CTSO):

Name of your Career Technical Student Organization *(Attach Constitution.)*

FFA

List 2018-19 CTSO Meeting Date(s)

August 28, 2018
September 25, 2018
October 30, 2018
November 14, 2018
December 11, 2018
January 29, 2019
February 12, 2019
March 14, 2019
April 9, 2019
May 10, 2019

What is the average CTSO membership over the last 3 years? *(Attach current year membership roster.)*

List three (3) activities or competitions the CTSO organization participated in during 2018-19:

Super Saturday Sectional FFA Public Speaking Contest
California State FFA Leadership Convention
State FFA Career Development Events Finals

2. Program(s) of Study:

Based on above identified Career Pathway, list sequence of courses available.
Explorations in Agriculture
Ag Business Management
3. Leadership & Program Effectiveness:

Describe leadership activities/assignments and how they are graded in your program. Perkins leadership must be 10% of student’s grade.

All students who are enrolled in Agriculture classes at Livingston High School are a member of the National FFA Organization. Students are required to participate in a specific amount of FFA activities each semester. This leadership requirement is incorporated into all agriculture student’s grades as 10% of their overall class grade which they can earn by participating in and/or helping to coordinate leadership and community service activities.

4. CTE Advisory Committee:

<table>
<thead>
<tr>
<th>Advisory Committee Meeting Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 12, 2018</td>
</tr>
<tr>
<td>November 13, 2018</td>
</tr>
<tr>
<td>March 13, 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horton-Brusenski Farms</td>
<td>Dennis Brusenski</td>
<td>209-756-6664</td>
<td><a href="mailto:bulldogging@clearwire.net">bulldogging@clearwire.net</a></td>
</tr>
<tr>
<td>Livingston True Value</td>
<td>Brandon Friesen</td>
<td>209-394-7949</td>
<td><a href="mailto:Brandon@truevalue.net">Brandon@truevalue.net</a></td>
</tr>
<tr>
<td>Foster Farms</td>
<td>Alyssa Melo</td>
<td>209-704-1810</td>
<td><a href="mailto:Alyssa.melo@fosterfarms.com">Alyssa.melo@fosterfarms.com</a></td>
</tr>
</tbody>
</table>

*Attached is advisory committee roster.

5. Program Goals:

Identify three (3) measurable outcomes on which you will focus in 2019-20:

1. Increase the number of students who can create various connections within the community. Students will be able to explore agriculture careers and improve their leadership skills by attending different leadership conferences and participating in Leadership Development Events (LDE).

2. Students will experience and become more knowledgeable regarding the agriculture industry through participation in field trips, discussions, and planned activities. Through these experiences students will experience that agriculture industry and careers.

3. Increase the number of students who are participating in career development events through the National FFA at a State Level. These teams focus on specific career pathways and students are able to practice and perfect their skills and knowledge in each Career Development Event (CDE).
**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

<table>
<thead>
<tr>
<th>Object code and Title Reference</th>
<th>Expenditure Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000 Books/Supplies</td>
<td>A Instruction (including CTSo)</td>
</tr>
<tr>
<td>5000 Services/Operating Expenditures</td>
<td>B Professional Development</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>C Curriculum Development</td>
</tr>
<tr>
<td>7000 Indirect Costs</td>
<td>D Transportation</td>
</tr>
</tbody>
</table>

Please list expenditures which support the vision for your program and its continued growth and improvement. Funding yet to be determined, base plan on current year allocation.

**LIST ITEMS IN ORDER OF PRIORITY USING CURRENT YEAR ALLOCATION**

1. Describe in detail item to be purchased:

iCEV Curriculum and Certification in Business Office Technology which would be utilized for our Farm Business Management Students. Cost is $30 per student.

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

This curriculum and certification will allow students in our concentration course (Ag Business Management) to have a certification once they complete the course. Through this certification students will be able to:

- Understand current and emerging technologies and their roles in today’s workplace and business settings.
- Evaluate telecommunication methods and software while using appropriate business ethics and etiquette.
- Demonstrate knowledge of basic configuration, operation and maintenance of computers.
- Create various business documents such as spreadsheets, presentations and databases using the Microsoft® Office Suite.
- Understand and demonstrate various business communication techniques such as internal communications practices, methods of creating effective business documents, and mailing procedures.
- Navigate the Internet and its supporting technology as well as analyze and identify the potential risks involved in its use.
- Understand ethical decision-making processes for business setting.

*Price for this item in based on 30 students at $30 each.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Amount (Include Taxes/Shipping)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>A</td>
<td>900</td>
</tr>
</tbody>
</table>

2. Describe in detail item to be purchased:
ICEV Curriculum and Certification in Professional Communications which would be utilized for our Ag Communications Students. Cost is $30 per student.

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

This curriculum and certification will allow students in our concentration course (Ag Communications) to have a certification once they complete the course. Through this certification students will be able to:

- Use visual and contextual support to confirm understanding and develop vocabulary, grasp language structures, and comprehend challenging language.
- Effectively apply appropriate etiquette and social responsibilities in communication.
- Describe the communication and listening processes and interpret the effects of non-verbal and verbal communication.
- Apply the appropriate use of grammar, spelling and punctuation rules.
- Analyze various factors to consider when creating a speech or presentation for a variety of audiences in formal and informal settings.
- Identify key components of superior customer service and analyze how customer loyalty is created and sustained.
- Explore a characteristic of a leader and analyze leadership styles.
- Analyze common causes of conflict and learn conflict management techniques for resolution.
- Exhibit teamwork skills and the ability to cooperate, contribute and collaborate as a member of a team.

*Price for this item in based on 30 students at $30 each.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Amount (Include Taxes/Shipping)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>A</td>
<td>900</td>
</tr>
</tbody>
</table>

3. Describe in detail item to be purchased:

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

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Amount (Include Taxes/Shipping)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wish List

**LIST ITEMS IN ORDER OF PRIORITY**

This is an opportunity to plan long-term goals. If additional funds were available for your program, propose how they would be used.

1. Describe in detail item to be purchased:

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

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Amount (Include Taxes/Shipping)</th>
</tr>
</thead>
</table>

2. Describe in detail item to be purchased:

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

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Amount (Include Taxes/Shipping)</th>
</tr>
</thead>
</table>

3. Describe in detail item to be purchased:

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

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Category</th>
<th>Amount (Include Taxes/Shipping)</th>
</tr>
</thead>
</table>

---

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

Identify to what degree your program is currently meeting each of the 11 Elements identified below.

Use the following format: (1) low implementation; (2) average implementation; (3) high implementation

(1) Low implementation: almost never, rarely, poor, occasionally minimally, needs improvement
(2) Average implementation: periodically, sometimes, average, meets standards
(3) High implementation: almost always, consistently, excellent exceeds standards

1. **LEADERSHIP AT ALL LEVELS**

   1. \( \text{1A.} \) The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.

   2. \( \text{1B.} \) 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.
2. HIGH-QUALITY CURRICULUM AND INSTRUCTION

3.  2A. The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.

3.  2B. Career paths have been identified and can be found on a chart or diagram in the CTE Plan.

3.  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.

3.  2D. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).

3.  2E. Students are provided with a strong experience in and understanding of all aspects of industry.

3.  2F. Technology is incorporated into program instruction.

3.  2G. There is collaboration between academic and CTE teachers.

3.  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

3.  3A. Students are counseled regarding:
   - CTE career opportunities.
   - CTE and academic courses necessary to complete career pathway offerings.
   - Post-secondary education and training options.

3.  3B. All students have a completed a four year career plan that is updated annually.

4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT

3.  4A. An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.

3.  4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.

3.  4C. Leadership activities are embedded in the CTE curriculum.

3.  4D. All students enrolled in CTSO's are affiliated with the State Association.

3.  4E. Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).

3.  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

3.  5A. The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California Education Code §8070 and meets at least once a year.

2.  5B. Business/industry is involved in student learning activities.

2.  5C. Business/industry is involved in the development and validation of the curriculum.

2.  5D. Labor market demand has been documented for the Program.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5E.</td>
<td>There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.</td>
</tr>
</tbody>
</table>

**6. SYSTEM ALIGNMENT AND COHERENCE**

<table>
<thead>
<tr>
<th>3</th>
<th>6A.</th>
<th>A Program of Study, with a post-secondary institution, has been developed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6B.</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6C.</td>
<td>Each CTE program sequence will include at least one district-funded CTE course in the industry sector.</td>
</tr>
</tbody>
</table>

**7. EFFECTIVE ORGANIZATIONAL DESIGN**

<table>
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2019-2020 PLAN

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   Name of your Career Technical Student Organization (Attach Constitution.)

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   List three (3) activities or competitions the CTSO organization participated in during 2018-19:
   - Super Saturday Sectional FFA Public Speaking Contest
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   - State FFA Career Development Events Finals

2. Program(s) of Study:

   Based on above identified Career Pathway, list sequence of courses available.
   - Explorations in Agriculture
   - Integrated Agriculture Biology
3. Leadership & Program Effectiveness:

Describe leadership activities/assignments and how they are graded in your program. Perkins leadership must be 10% of student’s grade.

All students who are enrolled in Agriculture classes at Livingston High School are a member of the National FFA Organization. Students are required to participate in a specific amount of FFA activities each semester. This leadership requirement is incorporated into all agriculture student’s grades as 10% of their overall class grade which they can earn by participating in and/or helping to coordinate leadership and community service activities.

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<td>Horton-Brusenski Farms</td>
<td>Dennis Brusenski</td>
<td>209-756-6664</td>
<td><a href="mailto:bulldogging@clearwire.net">bulldogging@clearwire.net</a></td>
</tr>
<tr>
<td>Livingston True Value</td>
<td>Brandon Friesen</td>
<td>209-394-7949</td>
<td><a href="mailto:Brandon@truevalue.net">Brandon@truevalue.net</a></td>
</tr>
<tr>
<td>Foster Farms</td>
<td>Alyssa Melo</td>
<td>209-704-1810</td>
<td><a href="mailto:Alyssa.melo@fosterfarms.com">Alyssa.melo@fosterfarms.com</a></td>
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*Attached is advisory committee roster.

5. Program Goals:

Identify three (3) measurable outcomes on which you will focus in 2019-20:

1. Increase the number of students who can create various connections within the community. Students will be able to explore agriculture careers and improve their leadership skills by attending different leadership conferences and participating in Leadership Development Events (LDE).

2. Students will experience and become more knowledgeable regarding the agriculture industry through participation in field trips, discussions, and planned activities. Through these experiences students will experience that agriculture industry and careers.

3. Increase the number of students who are participating in career development events through the National FFA at a State Level. These teams focus on specific career pathways and students are able to practice and perfect their skills and knowledge in each Career Development Event (CDE).
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

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<td>4000 Books/Supplies</td>
<td>A Instruction (including CTSO) E Special Population Services</td>
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<tr>
<td>5000 Services/Operating Expenditures</td>
<td>B Professional Development F Research Eval &amp; Data Development</td>
</tr>
<tr>
<td>6000 Capital Outlay</td>
<td>C Curriculum Development G Guidance &amp; Counseling</td>
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<td>7000 Indirect Costs</td>
<td>D Transportation H Admin or Indirect Cost</td>
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Please list expenditures which support the vision for your program and its continued growth and improvement. Funding yet to be determined, base plan on current year allocation.

**LIST ITEMS IN ORDER OF PRIORITY USING CURRENT YEAR ALLOCATION**

1. Describe in detail item to be purchased:

Leadership packets for every student enrolled in an agriculture course (1/2 of the $6000 total price. The other ¼ comes from AIG.)

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

Students will be provided with current and up to date information to further their skills in agriculture, leadership development, and technical education. Students will be assessing current information to help them correlate their soft skills and their technical skills by use of agriculture publications. Students will be able to gain recordkeeping skills by completing record books. This project allows students to track hours worked, equipment and assets depreciation, as well as differentiation of project management when applying time to multiple areas.

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2. Describe in detail item to be purchased:

Via Transportation to the World Ag Expo in Tulare California. This will allow 47 students and 3 agriculture teachers to travel to the event.

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

This field trip is designed to give students the opportunity to see the things that they have been learning about in the class applied to real life scenarios. By allowing students to attend the World Ag Expo they will get to experience the many
aspects of agriculture in one location. This helps elevate the stereotype that agriculture is just farming. In addition students will be allowed experience the advancements within the industry.

| Object Code | 5000 | Category | D | Amount (Include Taxes/Shipping) | 2000 |

3. Describe in detail item to be purchased:

Conference Registration for 3 Agriculture teachers for the following:
- California Agriculture Teachers Association Summer Conference
- Central Region Fall Meeting and Road Show
- National Association of Agriculture Educators Annual Convention

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

Through attending these conferences, meetings, and conventions the agriculture instructors will gain knowledge, skills, materials, and other resources needed to provide students with up to date instruction in careers and technical education.

| Object Code | 5000 | Category | B | Amount (Include Taxes/Shipping) | 8000 |

4. Describe in detail item to be purchased:

iCEV Curriculum and Certification for Career Preparedness which would be utilized for our Explorations in Agriculture Students. Cost is $30 per student.

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

This curriculum and certification will allow students in our introduction course (Explorations in Agriculture) to have a certification once they complete the course. Through this certification students will be able to:

- Analyze high learning opportunities and distinguish among the various types of financial aid.
- Describe types of employment and discuss methods to seek and secure job opportunities.
- Complete job applications as well as create a cover letter and résumé.
- Participate in the interview process, including preparation and practice, etiquette and possible outcomes.
- Organize and plan personal finances and use a career plan to develop personal income potential.
- Understand and demonstrate proper business manners and etiquette.
- Define and analyze characteristics of leadership and apply team building techniques to a variety of situations.
- Explain the purpose and proper use of workplace technology and electronic communication and scheduling.

*Price for this item in based on 60 students at $30 each.

| Object Code | 4000 | Category | A | Amount (Include Taxes/Shipping) | 1800 |
5. Describe in detail item to be purchased:

iCEV Curriculum and Certification for Food Safety and Science which would be utilized for our Food Science Students. Cost is $30 per student.

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

This curriculum and certification will allow students in our capstone course (Ag Food Science) to have a certification once they complete the course. Through this certification students will be able to:

- Gain knowledge and understanding of physical and chemical changes which occur in cooking and storage of foods.
- Identify acids and bases and explain how they relate to food science and production.
- Analyze different chemical processes in food science such as fermentation, leavening, retrogradation, syneresis and gelatinization.
- Gain in-depth knowledge of food microbiology, safe handling practices and proper storage techniques.
- Understand the importance of food preservation and gain knowledge of food packaging and its importance in the food industry.
- Examine food industry safety standards and practices and identify causes of foodborne illnesses and methods of prevention.
- Introduce principles of HACCP and examine methods of HACCP implementation in the food industry.
- Identify hazards and critical control points in food processing and demonstrate the process of establishing and monitoring critical limits.
- Demonstrate the processes of establishing verification, recordkeeping and documentation procedures for a HACCP program.

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Wish List

**LIST ITEMS IN ORDER OF PRIORITY**

This is an opportunity to plan long-term goals. If additional funds were available for your program, propose how they would be used.

1. Describe in detail item to be purchased:

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

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

Identify to what degree your program is currently meeting each of the 11 Elements identified below.

*Use the following format: (1) low implementation; (2) average implementation; (3) high implementation*

1. Low implementation: almost never, rarely, poor, occasionally minimally, needs improvement
2. Average implementation: periodically, sometimes, average, meets standards
3. High implementation: almost always, consistently, excellent exceeds standards

1. **LEADERSHIP AT ALL LEVELS**

   1A. The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.

   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.

   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**
### 3. CTE Model Curriculum Standards

2A. The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.

2B. Career paths have been identified and can be found on a chart or diagram in the CTE Plan.

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.

2D. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).

2E. Students are provided with a strong experience in and understanding of all aspects of industry.

2F. Technology is incorporated into program instruction.

2G. There is collaboration between academic and CTE teachers.

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

3A. Students are counseled regarding:
   - CTE career opportunities.
   - CTE and academic courses necessary to complete career pathway offerings.
   - Post-secondary education and training options.

3B. All students have a completed a four year career plan that is updated annually.

### 4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT

4A. An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.

4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.

4C. Leadership activities are embedded in the CTE curriculum.

4D. All students enrolled in CTSO's are affiliated with the State Association.

4E. Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).

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

5A. The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California Education Code §8070 and meets at least once a year.

5B. Business/industry is involved in student learning activities.

5C. Business/industry is involved in the development and validation of the curriculum.

5D. Labor market demand has been documented for the Program.

5E. There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.

### 6. SYSTEM ALIGNMENT AND COHERENCE
A Program of Study, with a post-secondary institution, has been developed.

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.

Each CTE program sequence will include at least one district-funded CTE course in the industry sector.

### 7. EFFECTIVE ORGANIZATIONAL DESIGN

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Identify three (3) measurable outcomes on which you will focus in 2019-20:

1. Increase the number of students who can create various connections within the community. Students will be able to explore agriculture careers and improve their leadership skills by attending different leadership conferences and participating in Leadership Development Events (LDE).

2. Students will experience and become more knowledgeable regarding the agriculture industry through participation in field trips, discussions, and planned activities. Through these experiences students will experience that agriculture industry and careers.

3. Increase the number of students who are participating in career development events through the National FFA at a State Level. These teams focus on specific career pathways and students are able to practice and perfect their skills and knowledge in each Career Development Event (CDE).
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

<table>
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<th>Expenditure Category</th>
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<td>B Professional Development</td>
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<td>6000 Capital Outlay</td>
<td>C Curriculum Development</td>
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<td>7000 Indirect Costs</td>
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<td>F Research Eval &amp; Data Development</td>
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<td>G Guidance &amp; Counseling</td>
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<td>H Admin or Indirect Cost</td>
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</tbody>
</table>

Please list expenditures which support the vision for your program and its continued growth and improvement. Funding yet to be determined, base plan on current year allocation.

**LIST ITEMS IN ORDER OF PRIORITY USING CURRENT YEAR ALLOCATION**

1. Describe in detail item to be purchased:

Via Transportation to the Filoli Gardens in Woodside California. This will allow 47 students and 3 agriculture teachers to travel to the event.

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

This field trip is designed to give students the opportunity to see the things that they have been learning about in the class applied to real life scenarios. By allowing students to attend the Filoli Gardens they will able to see landscape principles of design implemented. In addition they will be able to apply their knowledge to flower and plant identification.

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<td>5000</td>
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2. Describe in detail item to be purchased:

iCEV Curriculum and Certification for Principles of Floral Design which would be utilized for our Art and History of Floral Design 1 Students. Cost is $30 per student.

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

This curriculum and certification will allow students in our concentration course (Art and History of Floral Design 1) to have a certification once they complete the course. Through this certification students will be able to:

- Understand the history of floral design by discovering the origins, development and significance of floral design.
- Identify flowers, floral design tools and analyze the use of various flowers, foliage and tools in designing floral arrangements.
- Analyze the design elements, principles and geometric shapes in floral design, as well as their use in floral design and use these skills to critique and appraise floral arrangements.
- Demonstrate the proper steps of post-harvest care of cut flowers and be able to identify the various tools and equipment used in post-harvest care.
- Identify, design and create various types of floral arrangements such as bereavement, specialty, wedding and holiday arrangements.
- Discuss the fundamental practices of managing a floral business, including tools and supplies, aspects of a business plan, pricing and marketing methods, and safety practices involved in the floral industry.

*Price for this item in based on 60 students at $30 each.

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3. Describe in detail item to be purchased:

Wire Greenhouse Benches

https://www.greenhousemegastore.com/equip/benches-displays/growing-benches/wire-greenhouse-bench?returnurl=%2fssearch%3fq%3dwire%2bgreenhouse%2bbenches

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

Improvements to our horticulture unit will significantly improve conditions for our students. The additions of the greenhouse benches will give us the opportunity to maximize plant production. Currently, we are limited to just the tables inside of the greenhouse. In the springtime, the limited space is over taken by propagation cuttings, seed starters, and a variety of houseplants. To properly grow outdoor plants for our community plant sale, plants that are started inside the greenhouse, eventually need to be hardened off in our shade house area so that they can be acclimated to the outdoor temperatures. As of now, without the greenhouse benches, we will be forced to harden off the plant directly on the gravel. This poses the threat of the weeds to contaminate the soil in the pots of our plants. With the greenhouse benches, we will be able to control this threat without the use of pesticides of other biological approaches. The greenhouse benches will also, provide our students will the ability to work with plants in an accessible manner.

*5 Benches at $185 each

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</table>
This is an opportunity to plan long-term goals. If additional funds were available for your program, propose how they would be used.

1. Describe in detail item to be purchased:

Greenhouse Hanging Baskets
https://www.greenhousemegastore.com/cn-prahb

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

The hanging baskets are needed to help us maximize space within the greenhouse. This will also help students understand proper greenhouse management. With these hanging baskets students will gain skills necessary in the field of horticulture. The hanging baskets will help our greenhouse align with the industry standards. The hanging baskets will be used for mother stock of indoor plants that thrive well in these type of containers. We will be able to hang these baskets throughout the greenhouse saving space for cuttings and seedlings to grow on our tables. The types of plants that will be stocked in the hanging basket also require closer monitoring with water. Being up higher than the rest of the plants found on the tables, we will be able to directly connect individual drip lines to each of the hanging baskets since they will be closer to our irrigation lines.

*2 25 Count Cases at $156.64 each

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2. Describe in detail item to be purchased:

iCEV Curriculum and Certification for Plant Science which would be utilized for our Environmental Horticulture Students. Cost is $30 per student.

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

This curriculum and certification will allow students in our capstone course (Environmental Horticulture) to have a certification once they complete the course. Through this certification students will be able to:

- Identify and label anatomical structures of plants and plant cells and their physiological functions.
- Understand fundamental plant processes including photosynthesis, respiration and factors which affect plant growth and development.
- Analyze the processes of plant genetics and reproduction and evaluate various methods of plant breeding.
- Understand plant growth requirements and identify nutrient deficiencies in plants.
- Identify characteristics, environmental conditions, prevention methods and treatment methods for plant pests including bacterial, fungal and viral diseases as well as chewing and sucking insects and weeds.
- Understand proper application and safety of fertilizers, herbicides and pesticides.
- Examine the chemical properties of water, understand types of water and watershed conservation practices.

*Price for this item in based on 30 students at $30 each.

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3. Describe in detail item to be purchased:

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

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

Identify to what degree your program is currently meeting each of the 11 Elements identified below.

Use the following format: (1) low implementation; (2) average implementation; (3) high implementation

1. Low implementation: almost never, rarely, poor, occasionally minimally, needs improvement
2. Average implementation: periodically, sometimes, average, meets standards
3. High implementation: almost always, consistently, excellent exceeds standards

**1. LEADERSHIP AT ALL LEVELS**

2. 1A. The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.

2. 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.

2. 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**

3. 2A. The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses "Pathway" standards within the program pathway(s) and course sequence.

3. 2B. Career paths have been identified and can be found on a chart or diagram in the CTE Plan.

3. 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.

3. 2D. The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).

3. 2E. Students are provided with a strong experience in and understanding of all aspects of industry.

3. 2F. Technology is incorporated into program instruction.

3. 2G. There is collaboration between academic and CTE teachers.

3. 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**
### 3A. Students are counseled regarding:
- CTE career opportunities.
- CTE and academic courses necessary to complete career pathway offerings.
- Post-secondary education and training options.

### 3B. All students have a completed a four year career plan that is updated annually.

### 4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT

#### 4A. An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.

#### 4B. A local CTSO work plan is developed annually and a copy is furnished to local administration.

#### 4C. Leadership activities are embedded in the CTE curriculum.

#### 4D. All students enrolled in CTSO's are affiliated with the State Association.

#### 4E. Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).

#### 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

#### 5A. The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California Education Code §8070 and meets at least once a year.

#### 5B. Business/industry is involved in student learning activities.

#### 5C. Business/industry is involved in the development and validation of the curriculum.

#### 5D. Labor market demand has been documented for the Program.

#### 5E. There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.

### 6. SYSTEM ALIGNMENT AND COHERENCE

#### 6A. A Program of Study, with a post-secondary institution, has been developed.

#### 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.

#### 6C. Each CTE program sequence will include at least one district-funded CTE course in the industry sector.

### 7. EFFECTIVE ORGANIZATIONAL DESIGN

#### 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.

#### 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.

#### 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
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.

There is sufficient funding to cover costs of necessary equipment and facilities.

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.

### SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT

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.

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

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.)

A written record of minutes of action taken during CTE staff meetings is kept in Department files.

### EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

A District CTE Plan is on file with the local administration and a copy is retained in the local department files.

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.

Enrollment report (CDE 101-E1)
- All CTE courses are properly identified in data system (including new courses).
- Enrollment figures and reports are reviewed by:
  - Site Staff and district CTE staff
  - Site and district advisory committees
- Completed and submitted by **October 15 to the CDE.**

A follow-up system (including membership in California Partnership for Achieving Student Success [CALPASS]) is used which gathers the following information from program completers:
- 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.

Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by **March 15.**

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

All Core Indicators meet or exceed the State level targets.

The Expenditure Reports (CDE 101-A and VE-S) are received by the CDE by **September 30.**

### CTE PROMOTION, OUTREACH, MARKETING, AND COMMUNICATION

The CTE program has a recruitment brochure or similar document used to promote the program.

The CTE Department(s) conduct recruitment activities.
CARL PERKINS PROGRAM
2019-2020 PLAN

- Department Chairs complete one plan for each sequenced program in a CTE Department.
- Plan must be approved by the Principal and Perkins oversight administrator.
- Plans will be reviewed and require approval of District CTE Committee in order to be submitted as part of the MUHSD District plan to CDE.
- CDE grants final approval before expenditures can begin.

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<td>Career Pathway:</td>
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**PROGRAM REVIEW QUESTIONS**

1. Career Technical Student Organization (CTSO):

   Name of your Career Technical Student Organization *(Attach Constitution.)*

   List 2018-19 CTSO Meeting Date(s)
   
   - August 28, 2018
   - September 25, 2018
   - October 30, 2018
   - November 14, 2018
   - December 11, 2018
   - January 29, 2019
   - February 12, 2019
   - March 14, 2019
   - April 9, 2019
   - May 10, 2019

   What is the average CTSO membership over the last 3 years? *(Attach current year membership roster.)*

   400

   List three (3) activities or competitions the CTSO organization participated in during 2018-19:

   - Super Saturday
   - Sectional FFA Public Speaking Contest
   - California State FFA Leadership Convention
   - State FFA Career Development Events Finals

2. Program(s) of Study:

   Based on above identified Career Pathway, list sequence of courses available.

   - Explorations in Agriculture
   - Integrated Agriculture Biology

Carl Perkins Plan Revised 12.03.2018 tz
3. Leadership & Program Effectiveness:

Describe leadership activities/assignments and how they are graded in your program. Perkins leadership must be 10% of student's grade.

All students who are enrolled in Agriculture classes at Livingston High School are a member of the National FFA Organization. Students are required to participate in a specific amount of FFA activities each semester. This leadership requirement is incorporated into all agriculture student's grades as 10% of their overall class grade which they can earn by participating in and/or helping to coordinate leadership and community service activities.

4. CTE Advisory Committee:

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<thead>
<tr>
<th>Advisory Committee Meeting Date(s)</th>
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<tbody>
<tr>
<td>September 12, 2018</td>
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<tr>
<td>November 13, 2018</td>
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<tr>
<td>March 13, 2019</td>
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List Advisory business/industry contact(s) who keep your program updated on industry trends:

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<thead>
<tr>
<th>Business</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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<tr>
<td>Horton-Brusenski Farms</td>
<td>Dennis Brusenski</td>
<td>209-756-6664</td>
<td><a href="mailto:bulldogging@clearwire.net">bulldogging@clearwire.net</a></td>
</tr>
<tr>
<td>Livingston True Value</td>
<td>Brandon Friesen</td>
<td>209-394-7949</td>
<td><a href="mailto:Brandon@truevalue.net">Brandon@truevalue.net</a></td>
</tr>
<tr>
<td>Foster Farms</td>
<td>Alyssa Melo</td>
<td>209-704-1810</td>
<td><a href="mailto:Alyssa.melo@fosterfarms.com">Alyssa.melo@fosterfarms.com</a></td>
</tr>
</tbody>
</table>

*Attached is advisory committee roster.

5. Program Goals:

Identify three (3) measurable outcomes on which you will focus in 2019-20:

1. Increase the number of students who can create various connections within the community. Students will be able to explore agriculture careers and improve their leadership skills by attending different leadership conferences and participating in Leadership Development Events (LDE).

2. Students will experience and become more knowledgeable regarding the agriculture industry through participation in field trips, discussions, and planned activities. Through these experiences students will experience that agriculture industry and careers.

3. Increase the number of students who are participating in career development events through the National FFA at a State Level. These teams focus on specific career pathways and students are able to practice and perfect their skills and knowledge in each Career Development Event (CDE).

Continue to Next Page
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 aids

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Please list expenditures which support the vision for your program and its continued growth and improvement. Funding yet to be determined, base plan on current year allocation.

**LIST ITEMS IN ORDER OF PRIORITY USING CURRENT YEAR ALLOCATION**

1. Describe in detail item to be purchased:

   Transportation to the Fresno Chaffee Zoo in Fresno California. This will allow 47 students and 3 agriculture teachers to travel to the event.

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

   This field trip is designed to give students the opportunity to see the things that they have been learning about in the class applied to real life scenarios. By allowing students to attend the Fresno Zoo they will get to experience the many aspects of animal nutrition, anatomy, and care. Through this experience students will go behind the scenes in 3 areas of the Zoo. In these areas they will learn about what it takes to train, care, and manage each animal.

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2. Describe in detail item to be purchased:

   iCEV Curriculum and Certification for Fundamentals of Animal Science which would be utilized for our Animal Anatomy and Physiology Students. Cost is $30 per student.

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

   This curriculum and certification will allow students in our concentration course (Animal Anatomy and Physiology) to have a certification once they complete the course. Through this certification students will be able to:

   - Analyze the growth and development of the livestock industry as a global economy.
   - Understand the important role animals play in everyday life.
   - Understand the basic nutritional needs and digestive requirements for ruminant and non-ruminant animals.
• Explore the processes of reproductive technologies, including artificial insemination, embryo transfer and cloning.
• Identify symptoms of common animal diseases and parasites and understand treatment and prevention measures for each.
• Understand common management practices for various species, including housing, reproduction, nutrition and health management.

*Price for this item in based on 60 students at $30 each.

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3. Describe in detail item to be purchased:

iCEV Curriculum and Certification for Veterinary Medical Applications which would be utilized for our Veterinary Science Students. Cost is $30 per student.

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

This curriculum and certification will allow students in our capstone course (Veterinary Science) to have a certification once they complete the course. Through this certification students will be able to:

• Understand clinical terminology and veterinary terms including abbreviations and symbols.
• Demonstrate appropriate animal handling and animal care skills in a variety of animal behavioral situations.
• Gain in-depth knowledge and understanding of vital signs, blood sampling and injection methods.
• Identify characteristics of healthy animals and recognize examples of abnormalities and how they relate to associated problems and illnesses.
• Understand the proper procedures used in processing blood and urine specimens, preparing microscope slides and performing common laboratory tests.
• Demonstrate the skills, protocol and procedures involved in the pre-surgical, post-surgical and therapeutic care.
• Identify medications, calculate dosages, complete a prescription label and explain the handling and distribution, protocol and laws for controlled substances.

*Price for this item in based on 60 students at $30 each.

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4. Describe in detail item to be purchased:

Equine Skull and Teeth Model


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

Based on a 15-year-old Quarterhorse, this life-size model reflects the horse’s original teeth and demonstrates a number of dental malocclusions and other dental abnormalities. The teeth are made of a composite material used in human dentistry for restorations. It can also be used as a teaching tool for hands-on learning and replacement teeth are available once the teeth have been filed. This item would be used in Animal Anatomy and Physiology and Veterinary Science to teach the anatomy of the mouth and dental abnormalities.

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5. Describe in detail item to be purchased:

Cow Uterus Model

https://store.realityworks.com/products/cow-uterus-model

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

This cow uterus model is a perfect replica of the cows uterus that could be used to teach the reproductive anatomy of females. In addition it would help students with special needs and accommodations to be able to visualize the female reproductive tract. This would be used in Explorations in Agriculture, Animal Anatomy and Physiology, and Veterinary Science.

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Wish List

**LIST ITEMS IN ORDER OF PRIORITY**

This is an opportunity to plan long-term goals. If additional funds were available for your program, propose how they could be used.

1. Describe in detail item to be purchased:

   Bovine Injection Simulator


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

   The Bovine Injection simulator is a one-of-a-kind teaching tool used for education on proper cattle injection techniques, ear tagging and growth implant basics. This life-sized simulator allows for performing jugular injections and IV administration, intramuscular injections, subcutaneous injections, ear tagging and growth implant placement. It features a pulse in the jugular, a realistic hide and muscle feel as well as a removable training cover that maps out specific body landmarks for proper injections. This would be used in Explorations in Agriculture, Animal Anatomy and Physiology, and Veterinary Science.

<table>
<thead>
<tr>
<th>Object Code</th>
<th>4000</th>
<th>Category</th>
<th>A</th>
<th>Amount (Include Taxes/Shipping)</th>
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<tr>
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<td></td>
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<td>4000</td>
</tr>
</tbody>
</table>

2. Describe in detail item to be purchased:

   Cow Anatomy 3D Flip Chart


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

   The Cow Anatomy 3D Flip Chart is a portable relief chart that is split down the middle to open and view various anatomies. The chart features the outer view of the cow, skeleton, internal organs and reproductive tract. It is 1/6 the size of an actual cow and features white board material. Use it to teach bovine anatomy and other bovine systems. This would be used in Explorations in Agriculture, Animal Anatomy and Physiology, and Veterinary Science.

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<thead>
<tr>
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<th>4000</th>
<th>Category</th>
<th>A</th>
<th>Amount (Include Taxes/Shipping)</th>
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3. Describe in detail item to be purchased:

   Explain how the above program improvement project will enhance or improve student opportunities:
### Career Technical Education (CTE) - 11 Elements of a High-Quality CTE Program

Identify to what degree your program is currently meeting each of the 11 Elements identified below.

**Use the following format:** (1) low implementation; (2) average implementation; (3) high implementation

1. **Low implementation**: almost never, rarely, poor, occasionally minimally, needs improvement
2. **Average implementation**: periodically, sometimes, average, meets standards
3. **High implementation**: almost always, consistently, excellent exceeds standards

#### 1. LEADERSHIP AT ALL LEVELS

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>1A.</td>
<td>The CTE pathways are articulated with post-secondary and industry through programs of study, formal articulation agreements and dual enrollment.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1B.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1C.</td>
<td>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.</td>
<td></td>
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</tbody>
</table>

#### 2. HIGH-QUALITY CURRICULUM AND INSTRUCTION

<p>| | | | |</p>
<table>
<thead>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>2A.</td>
<td>The CTE Model Curriculum Standards are the basis for content of courses offered. Curriculum addresses &quot;Pathway&quot; standards within the program pathway(s) and course sequence.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2B.</td>
<td>Career paths have been identified and can be found on a chart or diagram in the CTE Plan.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2C.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2D.</td>
<td>The school master schedule allows students to follow the recommended sequence of CTE courses to complete the selected career path(s).</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2E.</td>
<td>Students are provided with a strong experience in and understanding of all aspects of industry.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2F.</td>
<td>Technology is incorporated into program instruction.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2G.</td>
<td>There is collaboration between academic and CTE teachers.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2H.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. CAREER EXPLORATION AND GUIDANCE

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3 | 3A. | Students are counseled regarding:  
- CTE career opportunities.  
- CTE and academic courses necessary to complete career pathway offerings.  
- Post-secondary education and training options. |   |
| 3 | 3B. | All students have a completed a four year career plan that is updated annually. |   |

#### 4. STUDENT SUPPORT AND STUDENT LEADERSHIP DEVELOPMENT

<p>| | | | |</p>
<table>
<thead>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4A.</td>
<td>An official Career Technical Student Organization (CTSO) has been chartered (or in application process) by the State Association.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4B.</td>
<td>A local CTSO work plan is developed annually and a copy is furnished to local administration.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4C.</td>
<td>Leadership activities are embedded in the CTE curriculum.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4D.</td>
<td>All students enrolled in CTSO's are affiliated with the State Association.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4E.</td>
<td>Program meets the needs of special population students (including special education, English learners, non-traditional students, and the general student population).</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4F.</td>
<td>Students are made aware of non-traditional CTE offerings and pathways that lead to high skill, high wage, or high demand careers.</td>
<td></td>
</tr>
</tbody>
</table>

## 5. INDUSTRY PARTNERSHIPS

<table>
<thead>
<tr>
<th>3</th>
<th>5A.</th>
<th>The Local CTE Advisory Committee is operational and reflects the committee membership as outlined in the California Education Code §8070 and meets at least once a year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5B.</td>
<td>Business/industry is involved in student learning activities.</td>
</tr>
<tr>
<td>2</td>
<td>5C.</td>
<td>Business/industry is involved in the development and validation of the curriculum.</td>
</tr>
<tr>
<td>2</td>
<td>5D.</td>
<td>Labor market demand has been documented for the Program.</td>
</tr>
<tr>
<td>2</td>
<td>5E.</td>
<td>There are industry certification standards and certificates for students who achieve industry recognized skill and knowledge requirements.</td>
</tr>
</tbody>
</table>

## 6. SYSTEM ALIGNMENT AND COHERENCE

<table>
<thead>
<tr>
<th>3</th>
<th>6A.</th>
<th>A Program of Study, with a post-secondary institution, has been developed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6B.</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6C.</td>
<td>Each CTE program sequence will include at least one district-funded CTE course in the industry sector.</td>
</tr>
</tbody>
</table>

## 7. EFFECTIVE ORGANIZATIONAL DESIGN

<table>
<thead>
<tr>
<th>3</th>
<th>7A.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7B.</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>7C.</td>
<td>Provides education and training for students and incumbent workers at times and locations convenient to students and employers, including non-traditional time or methods.</td>
</tr>
</tbody>
</table>

## 8. SYSTEM RESPONSIVENESS TO CHANGING ECONOMIC DEMANDS

<table>
<thead>
<tr>
<th>2</th>
<th>8A.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8B.</td>
<td>There is sufficient funding to cover costs of necessary equipment and facilities.</td>
</tr>
<tr>
<td>2</td>
<td>8C.</td>
<td>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.</td>
</tr>
</tbody>
</table>

## 9. SKILLED FACULTY AND PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>3</th>
<th>9A.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9B.</td>
<td>Based on the previous year's records, every CTE teacher, teaching at least half time CTE, attends a minimum of four professional development activities.</td>
</tr>
</tbody>
</table>
### 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.)

### 9D. A written record of minutes of action taken during CTE staff meetings is kept in Department files.

### 10. EVALUATION, ACCOUNTABILITY, AND CONTINUOUS IMPROVEMENT

#### 10A. A District CTE Plan is on file with the local administration and a copy is retained in the local department files.

#### 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.

#### 10C. Enrollment report (CDE 101-E1)
- All CTE courses are properly identified in data system (including new courses).
- Enrollment figures and reports are reviewed by:
  - Site Staff and district CTE staff
  - Site and district advisory committees
- Completed and submitted by October 15 to the CDE.

#### 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:
- 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.

#### 10E. Graduate Follow Up/Placement Report (CDE 101-E2) The Graduate Follow Up data collected and presented to the CDE by March 15.

#### 10F. The CTE Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

#### 10G. All Core Indicators meet or exceed the State level targets.

#### 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

#### 11A. The CTE program has a recruitment brochure or similar document used to promote the program.

#### 11B. The CTE Department(s) conduct recruitment activities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Number</th>
<th>Type</th>
<th>Description</th>
<th>Name</th>
<th>Notes</th>
<th>Dr</th>
<th>Cr</th>
<th>Balance</th>
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**Encumbrances for FFA**

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**Total**

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BB. Department Budget Process

All department budgets are ran through myself as department chair. During our summer department meeting we budget what we will spend all funds on. Then at our weekly staff meetings, we discuss what items will be upcoming for payment and where the funds will come out of. If we see the need for something that we didn't plan for we analyze how important the item is and strategically plan what funds it will come out of. I process payments from AIG, Perkins, District Match, and the FFA account.
CC. Department Chairperson's Duties

At our site department chair is assigned by the site administration. I am currently serving in my first year out of a two year term as department head. Attached are the department chair duties.
**Department Chair Duties**

- Complete the AIG application.
- Complete the AIG site review.
- Complete all Perkins Applications.
- Submit all purchase orders for the department.
- Manage all accounts associated with the department.
- Submit all travel request for the department.
- Create agenda’s and run all department meetings.
- Facilitate information from administration to department.
- Provide leadership for curriculum study and development and knowledge of assessment tools (e.g. software, authentic forms of assessment, etc.).
- Meet and confer periodically with administrative personnel to convey majority decisions, individual concerns, and other departmental information.
- Hold regularly scheduled department meetings or meetings as needed to convey pertinent information to department members and to conduct department business (i.e. pre-school, monthly, in-service training).
- Arrange for department budget expenditures with department members at regularly scheduled department meetings.
- Keep all records pertaining to department business.
- Department Chairs shall attend such site and district-wide meetings as are scheduled.
- Leads data driven discussions during department and collaboration meetings
- Is a proficient user of assessment software.
- Participate in up to two (2) days of professional development each school year.
The Livingston High School Agriculture Department meets early summer to divide up the responsibilities of the department. We strive to make things as equal as possible. We allow each other to take on activities that are our area of strength. Attached is the chart of responsibility.
# Livingston Ag Department Responsibilities Chart

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<tr>
<th>Department Chair</th>
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<th>Larson</th>
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| **General Program / Facility** |          |       |        |
| 5-year Equipment Allocation (5 YEAR PLAN) | X        | X     | X      |
| Advisory Committee Roster & Minutes | X        |       |        |
| Ag Advisory Committee Planning and Agenda | X        |       |        |
| Ag Booster Committee | X        | X     | X      |
| Chart of Staff Responsibilities | X        | X     |        |
| Comprehensive Program Plan | X        | X     | X      |
| Department Meeting Agendas and Calender | X        |       |        |
| Department Marketing / PR / Liaison | X        |       | X      |
| Graduate Follow-Up | X        |       |        |
| Incentive Grant/Incentive Grant Reviews | X        | X     | X      |
| FFA Website Updates | X        |       |        |
| In-Service Activities List | X        | X     | X      |
| Maintain Comprehensive Program Plan Binder | X        | X     | X      |
| Maintenance Requests | X        | X     | X      |
| Quarterly / Yearly CATA Meetings / Events | X        | X     | X      |
| R2 Report & Roster | X        |       |        |
| Recruitment | X        | X     | X      |
| Report of Expenditures | X        | X     |        |
| Program of Activities | X        |       |        |
| Keys and Locks | X        |       |        |
| Transportation Requests/Requisitions | X        |       |        |

<p>| <strong>FFA Advisor</strong> |          |       |        |
| MFE/Advance Leadership Academy Conference | X        | X     |        |
| American FFA Degree Applications | X        |       |        |
| Chapter Officer Leadership Conference | X        |       |        |
| Chapter Reporter | X        |       |        |
| Greenhand Conference | X        |       | X      |
| Organize Local Project Competition | X        |       |        |
| Organize Sectional Project Competition | X        |       |        |
| Oversea Planning for FFA Meetings | X        |       |        |
| Quarterly FFA Activities List for Class Grading | X        | X     | X      |
| Registration for CDE Contest | X        |       |        |
| Registration for Conferences | X        |       |        |
| Scrapbook | X        |       |        |</p>
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EE. Substitute Teacher Procedures

Teachers can submit a request for a substitute teacher on the district's online program, frontline. You have the ability to ask for specific people to fill the job and you can also leave a specific instruction for you substitute. My sub binder includes; lesson plans, bell schedule, seating chart, phone numbers, rules and procedures, intervention procedures, and emergency plan. Attached is material in my substitute teacher binder.
Substitute Plans

Good Morning! Thank you for subbing for me today! I teach 4 different classes.

**Period 1- WP9**: Take roll. Students do not need to write down their daily objective and mind moover, this is above my desk. WP9 is a rotation course with 3 other teachers, for freshmen who are at risk of failing out of high school. Students will complete the word search that is on my desk. I have an academic mentor, her job is to assist them.

**Period 2- Ag Earth Science**: Take roll. Students need to write down their daily objective and mind moover, this is above my desk. The students will complete the Chapter review on my desk. Due at the end of the class period, no exceptions. Please monitor and make sure students are on task. The following students need additional attention: [Redacted]. I do have a Resource teacher who collaborates with me during this period. My TA's complete their work in the room next to my classroom.

**Period 3- Exploring Agriculture**: Take roll. Students need to write down their daily objective and mind moover, this is above my desk. The students will complete the Cut Flowers 6-5-4-3-2-1 on google classroom. Due at the end of the class period. No exceptions. Please monitor and make sure students are on task. The following students need additional attention: [Redacted]. I do have two students that arrive late, Jasmine and Magali, it is ok. My TA's complete their work in the room next to my classroom.

**Period 4- Exploring Agriculture**: Take roll. Students need to write down their daily objective and mind moover, this is above my desk. The students will complete the Cut Flowers 6-5-4-3-2-1 on google classroom. Due at the end of the class period. No exceptions. Please monitor and make sure students are on task. Please monitor and make sure students are on task. The following students need additional attention: [Redacted] and [Redacted].

**Period 5- Ag Earth Science**: Take roll. Students need to write down their daily objective and mind moover, this is above my desk. The students will complete the Chapter review on my desk. Due at the end of the class period, no exceptions. Please monitor and make sure students are on task. The following students need additional attention: [Redacted], [Redacted], [Redacted], and [Redacted].
Period 6-Ag Leadership: Take roll. Students need to write down their daily objective and mind moover, this is above my desk. Students will work on the next chapter in their habitudes book. They know what this means. Please monitor and make sure students are on task.

Once again thank you for subbing my class. **Please note that there are seating charts, if students are acting up please move them.** If they are not in their seat when the bell rings mark them tardy. In this binder you will find other information that might be helpful at one point or another. The binder has a bell schedule, phone numbers, class rules and policies, rosters, evacuation map, and student information. If you have any questions please call me right away. Students know what is expected of them, so if you have any issues please handle them immediately. Write down students names if they misbehave or are off task. If a student is out of control please send them to Intervention Center. If you do send a student please call 3317 and let them know a student is on their way. In addition please leave me a detailed note of the situation so I can handle it when I return. Thanks!

Please make sure my classroom is semi clean and have a fantastic day!

[Signature]

Anthony Drumonde
Livingston High School
Bell Schedule

Regular Schedule
(Mon., Tues., Thurs., & Fri.)

- Period 1 8:00-8:50
- Period 2 8:55-9:43
- Period 3 9:48-10:36
- Nutritional Break 10:36-10:46
- Period 4 10:46-11:34
- Period 5 11:39-12:33
- Lunch 12:33-1:04
- Period 6 1:09-1:57
- Period 7 2:02-2:50

Collaboration Schedule
(Wednesdays)

- Period 1 8:30-9:14
- Period 2 9:19-10:03
- Period 3 10:08-10:52
- Nutritional Break 10:52-11:02
- Period 4 11:02-11:46
- Period 5 11:51-12:39
- Lunch 12:39-1:12
- Period 6 1:17-2:01
- Period 7 2:06-2:50

Assembly Schedule

- Period 1 8:00-8:43
- Period 2 8:48-9:29
- Period 3 9:34-10:15
- Nutritional Break 10:15-10:25
- Period 4 10:25-11:06
- Period 5 11:11-11:58
- Assembly 11:58-12:47
- Lunch 12:47-1:18
- Period 6 1:23-2:04
- Period 7 2:09-2:50

Minimum Day Schedule

- Period 1 8:00-8:30
- Period 2 8:35-9:05
- Period 3 9:10-9:40
- Period 4 9:45-10:15
- Period 5 10:20-10:50
- Period 6 10:55-11:25
- Period 7 11:30-12:00
- Lunch 12:00-12:15

Finals Schedule

- Block 1 8:00-8:56
- Block 2 9:01-9:57
- Block 3 10:02-10:58
- Block 4 11:03-12:00
- Lunch 12:00-12:15
- Buses Leave at 12:15

Love Purple, Live Gold!

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Mr. Drumonde's Standards & Expectations:

All students are expected to follow the CLAWS:

- **Come Prepared.** Students should bring something to write with to class every day. It is your responsibility to work with your teachers to obtain advance permission for missing a class and making up all missed assignments.

- **Live Responsibly.** Conduct yourself in an appropriate manner, not only in school, but outside of the classroom as well. This means that all posts on twitter, Facebook, Instagram, etc., must be school appropriate and include no use of profanity, negative comments towards others, inappropriate pictures, etc.

- **Act Safely.** Follow the Livingston High School dress code and all other rules established by the school. Never leave class without permission from Mr. Drumonde. If you are sent out of the classroom, be sure to always return in a timely manner. Go straight to your destination and then back to class.

- **Work Together.** You will work in collaborative groups throughout the year. The expectation is that you will all share responsibilities and always be helpful to one another.

- **Show Respect.** Mr. Drumonde's students are held to the highest standards of behavior, as you are considered role models for other students. Students are expected to show respect toward staff and students and never be the cause of disruptions in or out of the classroom.
Mr. Drumonde's Class Rules

1. Students should enter the classroom with a quiet to reasonable noise level.
2. Students should refrain from shouting.
3. Students should never congregate by the door at any point during class.
4. Students should promptly get in their seat when the bell rings.
5. Students should have all appropriate materials out when the bell rings.
6. Students should be writing down the objective and answer the mind moover if there is one.
7. Students should have cell phones out of sight and out of mind.
8. Students are not allowed to charge cell phones during class time.
9. There may be times, at the teacher's discretion, where the cell phone may be used.
10. Three strike policy when a student has their cell phone out when they are not supposed to.
11. Students are allowed to use the restroom one at a time.
12. Students are not allowed to use the restroom the first and last 10 minutes of class.
13. If a student is gone to the bathroom longer than 10 minutes then a search party will be sent after them.
14. Extra pencils are located in the back of the room.
15. Students may get up and sharpen pencils at any time.
16. If students use Mr. Drumonde's coloring utensils, tape dispenser, hole puncher, or stapler they need to return it to the correct place.
17. Students need to bring their chromebooks to class daily.
18. Students are allowed to charge chromebooks. However if a student is charging their chromebook, they are not allowed to be on it.
19. Students will turn in papers in their box located in their class's cabinet.
20. Students will also turn in electronic documents on google classroom by the given deadline.
21. Students will turn in late work directly to Mr. Drumonde before or after class.
22. Students will not pack up their items before the teacher tells them to.
23. Students are not dismissed by the bell, Mr. Drumonde dismisses students.
24. Students are not allowed to use headphones unless otherwise cleared by the teacher.
25. Students will raise their hands to get the teacher's attention.
26. Students will sit in their assigned seats, unless the teacher tells them to move.
Livingston High School Intervention Center
Expectations and Procedures

Referral and Debriefing Procedures -
Staff members contact IC when a student is referred, phone 3317 or email dwright@muhsd.org.

If referring staff member contacts the student’s parents/guardians with an explanation of why a referral to IC was deemed necessary and a teacher completed Student Incident Report (electronic document) is documented in Aeries by 8:00am next day.

The Student Incident Worksheet (paper document), completed by the student, is shared with the referring staff member.

The referring staff member debriefs with the student after the Student Incident Report and Student Incident Worksheet have been completed, and parents/guardians have been contacted.

When Referred to Intervention Center -
When a staff member refers a student to IC, the student must report immediately and directly to room 304.

Upon arrival to IC, the student will sign in, sit down, and wait for further directions. Chromebooks must remain put away until directed otherwise. Other electronic devices are never authorized. Reading and working on 'pen and paper' assignments are allowed while waiting for further instruction.

The IC teacher will provide the student with a Student Incident Worksheet to be collected upon completion.

If any time remains, the student will complete a Progress Monitoring Worksheet to assist in directing the student towards an appropriate assignment to complete while in IC.

The student will complete work, as approved by the IC teacher, from another class after the above conditions have been met.

Lunch detention passes will be distributed to the student via email. It is the student’s responsibility to check their email and report a requested. A lunch detention list will also be sent to teachers. Generally students will report at the start of Wolfpack Time. An assistant will retrieve students that fail to report.

Expectations of Intervention Center -
Respect the teacher, students, classroom, school rules, and personal property of others.

Remain quiet and seated while in IC. Do not disturb or disrupt others.

Only upon teacher approval will Chromebooks be allowed. All other electronic devices are to remain put away. Headphones will be permitted via teacher approval only, and must be connected to the Chromebook only.

No food, drink (water is an exception), or gum allowed in class.

Work to the best of his/her ability on all tasks.

Students are excused from Intervention Center at the IC teacher’s discretion only.

All other behavior expectations outlined by LHS.

Room 304
Mr. Wright
LHS Fire Drill

☐ Have students leave classroom in an orderly fashion and go to assigned location on classroom map
☐ Take roll sheet and purple room number
☐ Check room to ensure all students have left
☐ Turn lights off and leave the door unlocked as you leave
☐ When you get to your assigned assembly point take roll. If all students are accounted for, hold purple room number right side up. If all students are not accounted for, hold the purple room number sideways and an administrator will follow up with you about missing students.
☐ Continue to Monitor students until all clear is received and then escort students back to class.
LOCKDOWN PROCEDURES

On-campus Threat

- Accept any students or recognized safe visitors from the hallway
- If it is at a passing period, before school, or at lunch help move students in the nearest room or direct them to evacuate if that is the safest option
- **PE or Athletics:** Students and teachers outside on a field should stop, assess the situation, and respond appropriately
- Doors should all be locked, lights out, and blinds drawn
- Instruct students to place phones in silent mode
- Keep students calm and quiet
- Take attendance on your roll sheet and make a note of missing and added students
- **Provision is made for emergency restroom needs**
- Stay in a safe area until either an administrator or law enforcement officer unlocks the door

Off-campus Threat

- Accept any students or recognized safe visitors from the hallway
- If it is at a passing period, before school, or at lunch help move students in the nearest room
- **PE and Athletics:** Students outdoors should all be moved indoors
- Doors should all be locked, lights out, and blinds drawn
- Instruct students to place phones in silent mode
- Keep students calm and quiet
- Take attendance on your roll sheet and make a note of missing and added students
- **Students may work at their desk silently**
- A verbal “All Clear” will be given when administration has been notified that the neighborhood situation is deemed safe
At Livingston High School, a program completer is a student who is part of the Ag Program for all four years of high school. The student must also complete a pathway in the Ag department. The Livingston High School Agrioculture Department members pull a list of students who have been in the program for four years and run that by the registrar to make sure a student is a program completer. If a student is a program completer they receive a cord at our End of the Year Banquet.
GG. 2+2 Agreements

Currently at Livingston High School we have three courses that have articulation agreements with Merced College. We have one course that articulates with Modesto Junior College. Merced Union High School began paying for students to articulate with colleges which had led to more opportunity for students. The courses that currently have agreements are Agriculture Leadership, Veterinary Science, Horticulture, and Floral Design. Attached are the articulation agreements.
SECONDARY-POST SECONDARY ARTICULATION
EARLY COLLEGE AGREEMENT

STATEMENT OF INTENT
This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

TERMS OF AGREEMENT
This agreement shall remain in force for three years, but shall be reviewed at the completion of each academic year or if there is a change in teaching faculty, course outlines, or final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC EC/TP 2+2 Director or the principal/ROP Director of the high school.

SECONDARY INSTITUTION
Livingston High School
School/District or ROP
agrees to certify those students who have successfully completed
Art History of Floral Design (0966)
with a letter grade of B or better.

COLLEGE DATA
Upon receipt of the Student Request to Participate form from the students and transcripts from the high school, Modesto Junior College will allow the student to earn 5 college credits for the below-listed MJC course. All students must complete the online application, 12th graders apply for MJC summer term, 9th – 11th graders apply for MJC spring term. *Transfer level credit requires the student to pass the course with an A grade.

EHS 50 – Beginning Ornamental Gardening (2)
EHS 280 – Beginning Floral Design (3)

Maximum Articulated Units Per Student: 5 units

Contract Date: FALL 2018 – SUMMER 2021

Modesto Junior College

[Signatures]

Livingston High School

[Signatures]

Don Bridges, Dean of Agriculture

[Signature]

Patrick Bittencourt, Dean of Instruction

[Signature]
Merced College

2+2 ARTICULATION AGREEMENT

Date of Initial Approval: October 30, 2012
Recertification Date: December 10, 2014
Recertification Date: October 26, 2017
Recertification Date: October 5, 2018

Merced College
Course: Merced College
AGBS 30A: Elements of Agriculture Leadership
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
The purpose of this course is to increase the effectiveness of agricultural leaders. Leadership theories and
models will be explored along with opportunities to apply specific leadership skills. The curriculum is
designed to develop students for leadership positions in local, state, regional, and national organizations
and agencies involved in the agriculture industry.

B. COLLEGE UNITS: 2 units
SECONDARY HOURS/CREDITS: 180 hours – 10 CREDITS

C. PREREQUISITES: None

D. REQUIRED CONTENT FOR ARTICULATION
1. What is a leader?
   i. Traits of Effective leaders
   ii. Culture and leadership
   iii. Common misconceptions about leaders
2. Leaders in Agriculture
   i. Past and present
   ii. In the workplace
   iii. In local, state, regional and national agriculture organizations and agencies
3. Roles and Functions of leaders in Agriculture
   i. Managerial Roles
   ii. Functions of leadership
   iii. Obstacles to effective leadership
4. Leadership Styles
   i. Democratic
   ii. Autocratic
   iii. Laissez Faire
   iv. Other
5. Leadership Skills and Abilities
   i. Change-oriented Leadership
   ii. Conflict resolution
   iii. Motivating others
6. Verbal Communication
   i. Effective one-on-one communication
   ii. Listening skills
   iii. Active Listening
7. Non-verbal Communication
   i. Kinesics
   ii. Proxemics
   iii. Emotional Intelligence
D. REQUIRED CONTENT FOR ARTICULATION - Continued

8. Leadership Development Activities
   i. Agricultural Ambassador Activities
   ii. Sectional, Regional, and State FFA events
   iii. Agriculture Division Activities
   iv. Farm Bureau Events
   v. Collegiate Agricultural Leaders (CAL) events

E. REQUIRED COMPETENCIES (Student Learning Outcomes) FOR ARTICULATION: The student will be able to verbally or in writing:
1. Critique foundational theories, models, and styles of leadership
2. Appraise the skills and abilities of effective agricultural leaders
3. Develop effective verbal and non-verbal communication skills
4. Demonstrate leadership skills while planning, organizing, and executing a leadership event
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 30A. High School Teacher submits all required assignments above and the Credit by Exam Scoring Guide with all information completed, including grade.

G. PROCEDURES 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 paperwork and process must be followed in accordance with Merced College Instructions for
   Petition for Credit by Exam for 2 + 2 Articulation

4. 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):

   Jordan, J. Buchanan, G. Leadership in Agriculture: Case Studies for a new Generation
   Texas A&M University Press (2013)


   Agreement was based on Statewide Career Pathways Project Template: No
HIGH SCHOOL/ROP/DISTRICT APPROVALS

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SECONDARY INSTRUCTOR PARTICIPATION

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<td>Kim Macintosh</td>
<td>Atwater High School</td>
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<td>10/05/18</td>
<td>Nicole Cecil</td>
<td>Merced High School</td>
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<tr>
<td>10/05/18</td>
<td>Cody Jacobsen</td>
<td>Golden Valley High School</td>
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<tr>
<td>10/05/18</td>
<td>Anthony Drummonde</td>
<td>Livingston High School</td>
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<tr>
<td>10/15/18</td>
<td>Celia Casso</td>
<td>El Capitan High School</td>
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Agreement Tracking #

(Office use only)
Merced College
2+2 ARTICULATION AGREEMENT
Date Approved: October 10, 2018

Merced College ANSC 13: Animal Diseases & Parasite Control
Course: Secondary Vet Science and
Course: Animal Anatomy and Physiology

College: Merced College
3600 M Street
Merced, CA 95348
School: Merced Union High School District
Address: 3430 A Street, Atwater, CA
Atwater, CA 95301

A. COLLEGE COURSE DESCRIPTION
This course of animal health and sanitation will provide instruction to the student of common livestock
diseases and fundamentals of immunity. It will also include coverage of the livestock worker’s role in
promoting animal health and the foundation of disease control programs.

B. COLLEGE UNITS: 3 units
SECONDARY HOURS/CREDITS: 180 hours – 10 CREDITS

C. PREREQUISITES:

D. REQUIRED CONTENT FOR ARTICULATION
Unit 1 – Introduction
A. Historical concepts of Animal Health
B. Overview of Causative Agents
C. Clinical and Sub Clinical Signs of Disease
D. Principles of Treatment and Prevention

Unit 2 – Immunology Defined
A. Body defense Mechanisms
B. Types of Immunity
C. Modes of Transmission
D. Predisposing Disease Factors
E. Congenital Diseases

Unit 3 – Anatomy and Physiology – Organ identification and Function
A. Endocrine System
B. Reproductive System
C. Urinary System
D. Digestive System
E. Respiratory System
F. Circulatory System

Unit 4 – Pathogens in Depth
- Lifecycles, groups, identification
A. Parasites – Endo and Exo
B. Virus Classifications
C. Bacteria Classifications

Unit 5 – Federal, State and Local Regulations and Guidelines
A. Antibiotic Use
B. Biosecurity and Safety guidelines
C. Restraint procedures

Unit 6 – Final Project: Develop a health management plan for a specific animal, herd or flock.
A. Assess the environment and management procedures in place
B. Provide recommendations and commendations based on the assessment done above.
C. Develop a management plan utilizing the recommendations.
E. LEARNING OUTCOMES:
1. Evaluate animal management and its relationship on livestock health and disease control in animal agriculture.
2. Compare and contrast common livestock disease and the impact on an economically profitable livestock operation.

F. METHODS FOR END-OF-COURSE ASSESSMENT:
1. The Credit by Exam will be facilitated by: Merced College Professor, Nikki Maddux.
2. The Credit by Exam is facilitated by each high school instructor.
   - Each of the high school instructor’s Assignment listing and grading structure has been approved by Merced College Instructor, Nikki Maddux.
   - It is the high school instructor’s responsibility to complete the ABCS 13 Articulation Assignment Listing Grade Form for each of their students who have received a minimum of grade “B”
   - Each year, the due date for completed Credit by Exam Grade forms will be set by the college instructor and communicated to all participating high school instructors.

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 Articulation Assignment Listing Grade Form.
3. Student paperwork and process must be followed in accordance with Merced College Instructions for Petition for Credit by Exam for 2+2 Articulation.
4. 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):

Agreement was based on Statewide Career Pathways Project Template: Yes ☐  No - XXXX
Name of Template used: N/A
THIS AGREEMENT WILL BE REVIEWED ANNUALLY AND WILL REMAIN IN EFFECT UNTIL CANCELLED BY EITHER PARTY GIVING 30 DAYS’ WRITTEN NOTICE

<table>
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<tr>
<th>HIGH SCHOOL/ROP/DISTRICT APPROVALS</th>
<th>MERCED COLLEGE APPROVALS</th>
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<td>Instructor Signature</td>
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<td>Mary Nikki Maddux</td>
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<td>Instructor’s Name (printed)</td>
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<td>District Asst. Superintendent</td>
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<td>(Constantino Aguilar) or</td>
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<td>Program, Compliance, and</td>
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SECONDARY INSTRUCTOR PARTICIPATION

<table>
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<tr>
<th>Instructor Signature/Date</th>
<th>Instructor Name(print)</th>
<th>High School Location:</th>
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<tbody>
<tr>
<td>10/10/18</td>
<td>Valerie VonAllman</td>
<td>Buhach Colony High School</td>
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<td>10/10/18</td>
<td>Cody Jacobsen</td>
<td>Golden Valley High School</td>
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<td>Michelle Evans</td>
<td>El Capitan High School</td>
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<td>10/10/18</td>
<td>Daniells Budde</td>
<td>Livingston High School</td>
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<tr>
<td>10/10/18</td>
<td>Nicole Cecil</td>
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Merced College/ANSC 13 Articulation Agreement with MUHSD, Vet Science, October 2018
When personal expenses are incurred while participating in FFA, SAE, or Professional development activities, to be reimbursed you must fill out a requisition form and a payment authorization form. These forms are then submitted to the department chair who reviews and authorizes them. The forms and receipts are then turned into the bookkeeper, who then grants the reimbursement. Attached is a requisition and payment authorization form.
### LIVINGSTON HIGH SCHOOL REQUISITION

(Request for Purchase Order)

To: ___________________________  Date: ____________

Address: ___________________________

Street  City  State  Zip  Phone

Club Account Name: ___________________________  Account #

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Club Advisor ___________________________ / Signature  Sub Total __________

(Print Last Name)

This requisition was approved in the minutes dated ___________________________

Month/Day/Year

Student Representative (Club) ___________________________ / Signature  Ship/Handling ______

Athletics/Activities Director /VP ___________________________ / Signature  Tax ______

Bookkeeper ___________________________ / Signature  Grand Total: ______

**Required steps needed to process request:**

1) Complete form and get all required signatures.
2) Turn in to bookkeeper.
3) If your account has funds, Purchase Order will be issued.

Purchase Order #: ___________________________