



AGED 539
Internship Program

Atwater High School
Agriculture Department



Quality Criteria 1 Curriculum and Instruction



The Atwater High School Agriculture Department meets the quality criteria in the following ways; the use of agriculture education core curriculum, software, texts, facilities, instructional strategies, equipment, learning experiences, courses offered, hands-on learning, student projects, guest speakers, needs assessment, and so on. Each of the quality indicators is discussed in detail and how they are met within each criterion.

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 experience; and a program of leadership, organization and personal development.

Atwater High School Agriculture Department meets this criterion by the incorporation of the core curriculum where appropriate into our existing curriculum. When writing new curriculum the cluster standards are inserted into the appropriate areas as required. For example, the floral design curriculum includes the Ornamental Horticulture Cluster Standards, Visual Performing Arts Standards, and Language Arts and the Agriculture Standards.

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 content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.

The 1B quality criteria is met through our Agriculture Career Pathway plan. It includes the major agriculture clusters of focus at Atwater High School and shows the courses required to complete this pathway for agriculture. It also provides students with a list of other possible agriculture classes so that our students graduate with a well-rounded knowledge of the agriculture field.

The Atwater High School Agriculture Department staff has aligned our courses to both the Foundation Standards and Pathway Standards for Agriculture and Natural Resources Industry Sector.

Example, Please see the following:

- *Appendix A*
- *Appendix C*
- *Appendix R*

Quality Criteria 1C & 1D:

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

Atwater High School currently has a list of all of the agriculture courses necessary for any pathway. The Agriculture Career Pathway list is provided to all counselors so that they may best advise our students as to the proper order of agriculture courses so that they complete their desired agriculture pathway. The master schedule includes the list of classes available for each grade level so that students can choose a course that follows their designated agriculture pathway. This pathway is easily accessible to students and parents via the internet. The Agriculture Career Pathways can be viewed on our website under Agriculture Courses.

Example, Please see the following:

- *Appendix R*

Quality Criteria 1E:

Every agriculture course taught at Atwater High School includes agriculture career awareness information. CTE courses focus more intensely on career information and preparing students for immediate employment or continuing education in an agriculture career. The Horticulture, Floriculture, and Ag Mechanics courses contain direct information regarding the current industry and job related field. The Ag science courses have career awareness information embedded with each unit. For example the Genetic Engineer Unit contains career information bases on that related field.

Example, Please see the following:

- *Appendix C*

Quality Criteria 1F:

All students at Atwater High School have their own chromebook that is utilized by all agriculture teachers to improve the quality of our agriculture courses. We are constantly building our resources to meet the needs of our agriculture curriculum and department. Equipment and materials are used often in the agriculture classes, such as the computerized record books through AET, so that students are prepared for the technological areas of agriculture when they graduate.

Quality Criteria 1G:

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

- * AET Record Book*
- * Agriculture Term Paper*
- * Job Resume*
- * Portfolio Letter of Introduction*
- * Agriscience Fair Report*
- * Agriculture/FFA Speech Manuscript*
- * Career Development Event Preparation*
- * Other Agriculture Related Project*

Currently the Atwater Agriculture curriculum utilizes computer-aided instruction in the following areas: Computerized AET Record Book for all students, Agriculture Term Papers for Agriculture Science and Business classes, Agriculture/FFA Speech Manuscripts for speaking contests or classroom speeches throughout the year, Job Resume, and Cover Letter. Students also use the computer-aided instruction for agriculture & science research, laboratory reports, project based websites, blogs, and other computer generated activities through the internet.

Quality Criteria 1H:

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

The FFA Record Book is implemented in each Agriculture course at Atwater High School. Each student will learn the proper methods for keeping records, complete practice situations, and develop their own record book through AET. If the student does not have an actual SAE, then their record book will contain sample situations for their own records. All students must maintain the journal, time in classroom activities, community service, and FFA activities.

Example. Please see the following:

- Appendix A*
- Appendix B*
- Appendix C*

Quality Criteria 1I:

All recordbooks are accessible through www.theaet.com. All Student Data Information is completed through a google form. Information is kept until one year following graduation of the student. All records and record books can be maintained by all agriculture teachers.

Example. Please see the following:

- Appendix A*
- Appendix B*

Quality Criteria 1J:

Every course at Atwater High School meets graduation requirements as either a core class or an elective credit. Ag Earth Science, Ag Biology, Ag Economics/Government, and Floral Design are course where the student receives credit for graduation and a-g credit.

Example. Please see the following:

- *Appendix C*



Quality Criteria 2

Leadership and Citizenship Development



The Atwater High School Agriculture Department has been working the past few years on improving the leadership and citizenship of the FFA members in its chapter. Students are required to participate in twelve FFA activities per year, which reflects in 10% of their grade in each agriculture course. We encourage students to compete in the local and sectional contests to improve their leadership and communication skills. There are many opportunities in the Atwater FFA chapter to assist in community service activities including the Atwater Beautification, local canned food drive, Operation Christmas Child, serving at the local homeless shelter, Farm to Food Day, and Fundraisers for other causes, such as the Relay for Life (a cancer benefit). It is our goal at Atwater High School to create leaders of our agriculture students through our courses and FFA leadership development activities.

Quality Criteria 2A:

Atwater FFA is chapter number CA0344, and the Atwater High School Agriculture Department is located in the Merced Union High School District, in Atwater, CA.

Example. Please see the following:

- *Appendix X*

Quality Criteria 2B:

*The Atwater FFA Program of Work is developed each year with information for students, administration, and community members about our Agriculture Program. It covers the pertinent information for fair projects, program goals, and Agriculture/FFA education. A copy is furnished to the Regional Supervisor by **December 15th**.*

Example. Please see the following:

- *Appendix I*

Quality Criteria 2C:

All Atwater High School Agriculture students are held accountable for participating in three FFA leadership activities quarterly for 10% of their grade in each course. Annually each student will be graded upon participation in a total of twelve leadership activities through the FFA.

Example. Please see the following:

- Appendix C

Quality Criteria 2D:

All students that are enrolled in the Atwater High School Agriculture Program are also entered on the R-2 as FFA Members. Dues are paid for every student enrolled in an Ag Department taught course. Students who enroll second semester are also added to the R-2 at that time. Atwater High School Agriculture Department courses have 100% affiliation with the FFA. Each student is held accountable by participating in three FFA activities quarterly, as well as the fact that all agriculture students are official FFA members according to the FFA Roster for Atwater High School.

Example. Please see the following:

- Appendix X

Quality Criteria 2E:

Atwater High School Agriculture Program participates in a variety of FFA activities each school year. Each year our program is starting new activities and opportunities for our members to have a well-rounded agriculture experience.

Example. Please see the following:

- Appendix U

Quality Criteria 2F:

A minimum of 80% of the students participate in at least three leadership development activities annually verified by department records. Activities include any three of the following intra-curricular activities:

- | | |
|--|---------------------------------|
| * Local Best Informed Greenhand Contest | * Local Creed Speaking Contest |
| * Local Opening & Closing Contest | * Local COOP Quiz Contest |
| * Local Program of Work Committee(s) | * Local Demonstration Fair |
| * Local Agriscience Fair Exhibition | * Local Public Speaking Contest |
| * Local Parliamentary Procedure Contest | * Chapter Meeting or Activity |
| * Any Section, Region, or State Activity | * Other Local Activities |

Atwater High School students have participated in the above activities. These can be verified by documentation within the Atwater Agriculture Department, and the Sectional Advisor. Students are required to participate in 12 local FFA activities annually based on 10% of their agriculture course grade for the year.

Example. Please see the following:

- *Appendix U*



Quality Criteria 3

Practical Application of Occupational Skills



This criterion discusses how practical application of occupational skills is accomplished through classroom simulation of work-site experiences, community-based learning or entrepreneurship.

These experiences are combined, coordinated, and evaluated with classroom instruction.

Quality Criteria 3A:

Each student in the Atwater High School FFA program is expected to develop a type of SAE to enter in his or her record book. If a student does not have an SAE, then the advisors provide a simulated example for the student to use until their SAE is developed. We now have a school farm off campus where students can keep animal projects. The horticulture program is up and running to provide SAE projects for students. Student also have the opportunity to do a laboratory SAE using science experiments outside of class time.

Example. Please see the following:

- *Appendix A*
- *Appendix B*
- *Appendix C*
- *Appendix G*
- *Appendix R*

Quality Criteria 3B:

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

The Atwater Agriculture Department uses the Student Data-Career Planning Sheet as a record of first year students as well as all Agriculture students SAE plans.

Example. Please see the following:

- *Appendix A*
- *Appendix C*
- *Appendix R*

Quality Criteria 3C:

This criterion is partially met in the Atwater FFA program, but is in progress of achieving this standard. Currently, we have ROP courses, which provide our students with Agriculture SAE projects. 100% of students in these courses obtain an SAE through their ROP course. SAE projects for other students do not yet meet the 80% due to lack of facilities and opportunities for students. Our department is continually developing a school farm for animal projects and a complete horticulture program for plant science projects. These facilities will provide students with the opportunity to maintain an SAE projects on campus grounds, as many of our students do not have the availability of SAE projects at their homes.

Example, Please see the following:

- Appendix C

Quality Criteria 3D:

Students enrolled in job placement programs are visited by their agriculture students every three weeks. Tri-weekly reports are completed for these students to keep account of their work at the jobsite. The Atwater Agriculture Department has a specific form for all other SAE projects that are completed when the agriculture teacher visits a student's projects. Each agriculture instructor is responsible for visiting their student's projects at least once each semester, based on the project duration.

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 Atwater Agriculture Department has three department trucks and one department suburban that are available for use at any time.



Quality Criteria 4

Qualified and Competent Personnel



All Agriculture instructors at Atwater High School are fully credentialed agriculture instructors, with either a Master's degree finished or in progress. Each teacher is instructing in his/her areas of specialization, guaranteeing competency in the subject matter presented to agriculture students. The Agriculture instructors regularly attend in-services and professional development sessions to enhance their prior knowledge and update their instructional information.

Quality Criteria 4A:

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

All Agriculture teachers at Atwater High School are appropriately credentialed for the courses that they instruct. Each instructor has, or is currently working toward, his or her agriculture specialist credential in addition to the clear credential and single subject credential in Agriculture. Eight of the ten instructors are in progress of receiving their Master of Science degree in Agriculture or have attained this degree already. Teacher data sheets are up to date for all instructors, which include the credentials appropriate for the courses taught.

Example, Please see the following:

- Appendix T

Quality Criteria 4B:

Each Agriculture teacher attends four professional development activities either within Atwater High School, Merced Union High School District, and CATA, or individually. The Atwater Agriculture instructors all attend the CATA conference each year and take the "skills" courses related to their areas of teaching to update their own knowledge and information on the subjects. The agriculture instructors also attend educational development sessions, offered through Atwater High School and the Merced Union High School District. Two agriculture teachers have also been attending the New Professional's Institute, as they are in their first three years of teaching.

Example, Please see the following:

- Appendix W

Quality Criteria 4C:

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

Example. Please see the following:

- Appendix BB

Quality Criteria 4D:

Atwater High School Agriculture Department members meet weekly to discuss upcoming events, concerns, teaching strategies, and reflections on past events/activities. The minutes are kept in a file within the agriculture office with some copies in the Comprehensive Program Plan.

Example. Please see the following:

- Appendix BB

Quality Criteria 4E:

Atwater 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 annual summer conference or any other professional development attended.

Example. Please see the following:

- Appendix NN



Quality Criteria 6

Community, Business and Industry Involvement



The Advisory committee at Atwater High School consist of representatives from the community, businesses, school site staff, college instructors, and other individuals having skills and knowledge of the occupations for the agriculture instruction provided.

The advisory committee follows a structured agenda that assists in the development and implementation of long-range and short-range plans to ensure that the program remains current.

They cover the following areas in the agenda: instructional content, budgets, program promotion, student recruitment, facilities, equipment and materials, articulation agreements, program planning, job placement, SAE, FFA, Competencies, new technology, current and relevant instruction, textbooks and supplies, laboratory facilities and classroom space. There are written advisory committee minutes for each meeting in the program plan.

Quality Criteria 6A:

The Agriculture Advisory Committee at Atwater meets twice a year in fall and spring. We have invited community, administrative, industry and school members and advisors to our meetings. Our superintendent will be attending our fall meeting, along with principals from our feeder middle schools. Recruitment and program direction are 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.

Example, Please see the following:

- Appendix DD

Quality Criteria 6B:

The Agriculture Advisory Committee at Atwater meets twice a year in fall and spring. We have invited community, administrative, industry and school members and advisors to our meetings. Our superintendent will be attending our fall meeting, along with principals from our feeder middle schools. Recruitment and program direction are 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.

Example. Please see the following:

- *Appendix Q*

Quality Criteria 6C:

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

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

The Atwater Agricultural 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 & repair, and our recruitment in the past year. The advice and aid has provided us with much information as we have been developing our program plan for this year. With the support of our Advisory Committee we have been successful during the past year in improving our FFA membership and community involvement.



Quality Criteria 7 Career Guidance



Agriculture educators, staff, counselors, and career centers provide services and guidance to ensure that agriculture students enroll in courses that are consistent with their interests, abilities and goals. All students in the agriculture department are required to complete an information sheet that is kept on file and updated yearly in the department classroom.

All Agriculture courses offer career planning portfolios, employability skills, articulation options, and career path goals which gives students the opportunity to experience and understand all of the future options in their career path goals. We also have articulation agreements in place with Merced and Modesto Junior College in 3 pathways that transfer from the high school. Our department is participating in an Agriculture Industry Day where students who are not aware of career opportunities in agriculture are able to come and discover which career paths they may have of interest. We also have a career-preparation day where our agriculture students have the opportunity to present a portfolio and participate in a job interview process in preparation for future career opportunities in their interest areas.

Many courses in the agriculture department are in progress of aligning with the UC/CSU A-G requirements. We have currently Ag Biology and Ag Earth Science that is aligned for science credit,. Floral Design meets the fine arts credit for UC/CSU. Ag Econ/Government meets social science requirements for UC/CSU.

Quality Criteria 7A:

Every agriculture course taught at Atwater High School includes agriculture career opportunities information. Pathway capstone courses focus more intensely on career information and preparing students for immediate employment or continuing education in an agriculture career. The Ag Mechanics courses contain direct information regarding the current industry and job related field. The Ag science courses have career awareness information imbedded with each unit. For example the Genetic Engineer Unit contains career information bases on that related field.

Every student is counseled when filling out the "Student Planning Form" on the back side of the "Student Data Sheet."

Example. Please see the following:

- *Appendix A*
- *Appendix C*
- *Appendix R*

Quality Criteria 7B:

Each student in our agriculture program has an information sheet and a student data sheet is in progress. The information sheets cover our students' background information and agriculture areas of interest for our students. Our course requirements and classes offered have changed drastically in the past two years and we are deciding the pathways that will fit our program goals. A 4-year student data sheet for interest areas and career pathways will be in place for the next school year with appropriate course offerings and guides according to agriculture interest areas. These data sheets will be kept on file in the agriculture department and updated annually.

Example. Please see the following:

- *Appendix A*
- *Appendix R*

Quality Criteria 7C:

Currently the Atwater Agriculture Department has 7 courses aligned with 2+2 agreements with Merced and Modesto Junior College. This is our local community college where most of our college bound students will attend. In addition, we are articulating our courses to meet the UC/CSU A-G requirements for science and fine arts courses. Currently we have 5 classes that meets the science requirements and the others meet the elective requirements.

Example. Please see the following:

- *Appendix MM*



Quality Criteria 8 Program Promotion



The Recruitment program at Atwater High School has been improved immensely in the past few years for the agriculture program. Our 8th grade recruitment has been a priority since a new high school has been built in our city, and many of our students are no longer agriculturally aware. We have been coordinating with the middle school principals and counselors, finding opportunities to visit the students and promote our agriculture program. All of our programs are available to students with means to overcome financial barriers in place.

There are many recruitment activities and materials that we have developed to promote agriculture courses. Brochures are available to all middle school students that discuss our program and explain the courses offered, encouraging them to develop an area of interest so that they can easily fall into a specific agriculture pathway as they enter high school. We also participate in fun activities for the middle school students during FFA week such as petting zoos, and officer presentations. Previously we have invited 8th graders to attend one of our meetings with a fun activity for them to participate in for free. Our largest focus for the upcoming years will be recruitment in the science and mechanics areas. The enrollment has increased in the past year and we continue to believe that with our recruitment we will have a steady increase of students enrolling in agriculture courses in the upcoming years.

Quality Criteria 8A:

The Atwater 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 the counselors and career technicians during the course enrollments 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.

Example. Please see the following:

- Appendix NN

Quality Criteria 8B:

There are financial means for overcoming any barriers for participation in our programs. We have FFA activities and opportunities for students to earn their way for trips, jackets, and other needs or interests. During our SAE projects we aid students in loan programs through either our Ag Boosters or the local banks. They also have available areas to keep their projects, since many of our students do not have the appropriate locations at home. Leadership activities are always available for students and if they cannot afford a trip, then they can participate in fundraisers or other activities to earn a free trip.

Quality Criteria 8C:

Our high school participates in many recruitment activities with local high schools during FFA week and before enrollment for the freshmen. We have a petting zoo that goes to the middle schools and our officers explain to them how the agriculture high school program runs at Atwater. The officers answer questions and encourage the students to enroll in agriculture courses for their freshman year in high school.

Atwater High school also developed a chapter meeting geared toward introducing FFA to the middle school students. Future freshmen were invited to attend a chapter meeting and participate in our FFA activities that followed.

Our chapter officers also visit the middle schools before enrollment, handing out brochures of our program and explaining what pathways they may choose from. A list of the freshmen courses are available so that they can choose right then what pathway and courses in which they would enroll for their first freshman term.

Example. Please see the following:

- Appendix NN



Quality Criteria 9

Program Accountability And Planning



Our Comprehensive Program Plan is complete and we continually submit our proper paperwork to the Regional Supervisor on a regular basis within the due dates. We have a graduate follow-up system for our students. Last year we completed a Graduate follow-up survey for our ROP student, which was submitted to the Merced County ROP. This will be an annual task, with paperwork kept in department files and our Comprehensive Program Plan.

Quality Criteria 9A:

A binder has been dedicated as the Comprehensive Program Plan. The Comprehensive Program Plan is update annually and the Regional Supervisor receives update every year.

Quality Criteria 9B:

Updates of the Program Plan are sent to the Regional Supervisor by December 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; (5) Advisory Committee Minutes; and (6) Graduate Follow-up Results.

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

Example. Please see the following:

- *Appendix I*
- *Appendix O*
- *Appendix Q*
- *Appendix CC*
- *Appendix JJ*

Quality Criteria 9C:

Each year, every graduated senior fills out a graduate follow-up survey. From the information on the survey, the students are contacted the following year to gather information and feed-back. Each follow-up survey will be placed in the appropriate program completer's file within the agriculture department.

Example, Please see the following:

- *Appendix N*
- *Appendix O*

Quality Criteria 9D:

The R-2 Graduate Follow-Up Data was collected and entered online by October 15th.

Quality Criteria 9E:

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

This has been the largest focus of Atwater High School agriculture instructors for the past year. We have had an obvious growth in our program over the last ten years. We continue to increase in size and it is a major priority of our staff to keep the 1st and 2nd year students enrolled in Agriculture each year. The agriculture program has been through many changes and is finally settled in the course requirements between the agriculture program and our district requirements. Students have pathways to follow and are able to decide which courses they should enroll to stay in an agriculture path.

Example, Please see the following:

- *Appendix X*

Quality Criteria 9F:

All reports, the R-2, Expenditure, and FFA Roster, have been submitted to the Regional Supervisor for the 2018-2019 school year. These reports are submitted annually on a timely basis to the regional supervisor and will continue in the future.

Example, Please see the following:

- *Appendix X*



Quality Criteria 10 Student-Teacher Class Ratio



Atwater High School has an imbalance number of student-teacher ratios due to the budget cuts and not enough classes to lower the ratios within the district. Some of our classes meet this number or are close, but we also have a couple courses that do not meet the student-teacher ratio requirement for a well-established agriculture course.

As a department, our students enrolled in agriculture classes do not exceed 75 students per teacher. Also, the Atwater High School agriculture instructors do not receive a project supervision period, increasing the number of students per teacher within the year.

Our school and agriculture department continues to fight to accomplish the 20-student ratio for the shop and laboratory based classes, and also the 25 students enrolled in a standard classroom-based course. Currently, many of our classrooms size between 35-42 students. This causes our ratios to exceed the maximum limit at this point in time.

Quality Criteria 10A:

At this point, our agriculture department does not meet these criteria. We are in the process of adjusting to our new growth. In the past four years we have grown from a staff of four full time teachers to six full time teachers. We currently have many laboratory-based courses with 10-15 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. With all the budget issues, we have seen our science based classes increase in class size. Most of our science based courses have between 37-40 students. However, as we wish to maintain a staff of nine full time teachers we do not want to turn students away.

Classes that meet or are close to meeting Laboratory Requirements

-Wood Shop 2/3 (Mr. Flatt) 21/7 Students

-Equipment Construction (Mr. Flatt) 23 Students

Classes that meet or are close to meeting Classroom-based Requirements

-Ag Leadership (Macintosh) 22 Students

Example, Please see the following:

- *Appendix X*

Quality Criteria 10B:

Our ratio does not meet the 75 students per teacher at Atwater High School. Currently we have 120+ students per teacher as our program is growing. This year, we have 486 students that are first year students.

We also do not have the opportunity for a project supervision period, which increases the number of students per teacher during the instruction year.

Example, Please see the following:

- *Appendix X*



Quality Criteria 11 Full Year Employment



At Atwater High School we understand the importance of having full-time employment for the benefit of our agriculture students and their SAE projects.

All nine Agriculture Instructors in the Atwater Department are on full-time contracts so that 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:

All nine of our agriculture instructors at Atwater High School are compensated 20% of their salary, surpassing the minimum \$2000, for year-round instruction. As well as one instructor having a 10% compensation. All teachers are full-time agriculture instructors within the school day and throughout the summers to provide adequate supervision of SAE projects.

Example. Please see the following:

- Appendix X

Quality Criteria 11B:

Atwater High School does not provide project supervision periods for its agriculture instructors due to the 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. This stipend is reflected in addition to the 9-month salary.

Example. Please see the following:

- Appendix X



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- A. Student Data Sheets*
- B. AET Student Record Book*
- C. Course Outlines*
- D. Access to Aeries Grading System*
- E. SAE supervision forms used on project visits*
- F. Wall chart of SAE visits*
- G. SAE summary by individual students*
- H. Board approved department SAE policy, procedures and operations*
- I. Program of Activities*
- J. Copy of board approved policy statement pertaining to FFA as an integral part of the Ag Program*
- K. Recruitment program*
- L. Chapter Scrapbook*
- M. Summer activities schedule*
- N. Sample of Vo-Ag follow-up survey form*
- O. Up-to-date file on status of graduates*
- P. Copy of Vo-Ag comprehensive plan*

- Q. Copy of each advisory committee minutes for current year.*
- R. Copy of a completed student program plan*
- S. Copy of credentials*
- T. Department calendar of activities*
- U. Copy of daily logs*
- V. List of expected professional growth activities*
- W. Current R-2 Report*
- X. Extended contract rational/ justification with the board*
- Y. Completed travel plan submitted to administration/ board*
- Z. CATA membership card*
- AA. Department meeting reports*
- BB. Wish List*
- CC. Advisory committee agendas for current year*
- DD. Copy of advisory committee charter and by-laws*
- EE. Current years' operating budget*
- FF. Current year's district allocations*

GG. Description of districts/ department budget process

HH. Department chairperson's duties

II. Chart of Responsibilities

JJ. Proficiency of Agriculture Students

KK. 2+2 Agreement

LL. Reimbursement of personal expenses

MM. Point awards system

NN. Chapter goals

OO. Permission slip and waiver notice

Table of Contents

- A. Student Data Sheets*
- B. Permanent Vo-Ag Student Records*
- C. Course Outlines*
- D. Copy of daily grade sheets for each class taught*
- E. SAE supervision forms used on project visits*
- F. Wall chart of SAE visits*
- G. SAE summary by individual students*
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process*

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II. Chart of Responsibilities

JJ. Proficiency of Agriculture Students

KK. 2+2 Agreement

LL. Reimbursement of personal expenses

MM. Point awards system

NN. Chapter goals

OO. Permission slip and waiver notice

A.
Student Data Sheets

Our student data sheet is devised specifically for the R2 and program retention. At Atwater High School students fill out both the hard copy of the student data sheet and an electronic forms online which places all their information into an excel document for the ease of R2 entry. The online form makes it possible to enter over 1,100 students on the roster in a matter of a few hours. The online form has student's basic contact information, their future education plans, career pathway, and four year plan. All information is kept electronically by all Ag teachers.

Attached you will find:

- *Student Data Sheets*

Atwater High School Student Data R2

Please answer all questions to the best of your knowledge. If you have completed this survey in another Ag class this year, please do not fill out another one.

Use proper Capitalization!!! Example: John Smith, not john smith

* Required

Your email address (**kdavenport@muhsd.org**) will be recorded when you submit this form. Not you?
Switch account

* Required

Last Name *

According to Atwater High School Records. Capitalize First Letter!!

Your answer

First Name *

According to Atwater High School Records. Capitalize First Letter!!

Your answer

Street Address or P.O. Box *

Example: 1234 Fruitland Ave or P.O. Box 1234

Your answer

City *

Example: Atwater or Winton

Your answer



State *

CA

Your answer

Zip Code *

Hint: Atwater 95301 and Winton 95388

Your answer

Graduation year

☐ 2019

☐ 2020

☐ 2021

☐ 2022

Gender *

☐ Male

☐ Female

Ethnicity *

☐ Hispanic

☐ Non-Hispanic



Race *

- ☐ American Indian
- ☐ Asian
- ☐ Black
- ☐ Filipino
- ☐ Hispanic/Latino
- ☐ Native Alaskan
- ☐ Native Hawaiian
- ☐ Pacific Islander
- ☐ Two or More
- ☐ White

Have you taken an Ag Class before? *

- ☐ Yes
- ☐ No



Year in Agriculture *

Including this year how many total years have you been in an Ag class? (Ag Biology, Ag Life, Ag Earth Science, Horticulture, Floral Design, Ag Leadership, Explorations in Ag, Vet Science, small engines, all Woodshop classes, all welding classes, all shop classes count as an Ag class)

☐ 1 Year

☐ 2 Years

☐ 3 Years

☐ 4 Years

Program of Interest *

Select the area that interests you most.

☐ Ag Mechanics

☐ Agriscience

☐ Ornamental Horticulture/ Floral



Which Class/Ag teacher(s) do you have this year? *

Select the Teacher(s) and period(s) that you have ag classes this year.

- ☐ Borba 1st period- Ag Biology
- ☐ Borba 3rd period- Ag Biology
- ☐ Borba 5th period- Ag Biology
- ☐ Borba 6th period- Ag Biology
- ☐ Borba 7th period- Ag Biology
- ☐ Davenport 1st Period-Intro to Floral
- ☐ Davenport 2nd Period-Intro to Floral
- ☐ Davenport 3rd Period-Intro to Floral
- ☐ Davenport 5th Period-Advanced Floral
- ☐ Davenport 6th Period-Advanced Floral
- ☐ Meredith 1st Period-Welding 1
- ☐ Meredith 2nd Period-Welding 1
- ☐ Meredith 4th Period-Welding 1
- ☐ Meredith 5th Period-Welding 2
- ☐ Meredith 6th Period-Equipment Construction 1
- ☐ Meredith 6th Period- Equipment Construction 2
- ☐ Meredith 7th Period- Shop Skills
- ☐ Gossman 1st period- Ag Earth Science
- ☐ Gossman 3rd period-Ag Earth Science
- ☐ Gossman 4th Period-Horticulture



- ☐ Gossman 5th period-Horticulture
- ☐ Gossman 6th period-Ag Earth Science
- ☐ Gossman 7th period-Ag Earth Science
- ☐ Flatt 1st Period- Wood 1
- ☐ Flatt 2nd Period- Wood 1
- ☐ Flatt 3rd Period- Ag Shop Skills
- ☐ Flatt 5th Period- Power Mechanics
- ☐ Flatt 6th Period- Wood 2
- ☐ Flatt 6th Period- Wood 3
- ☐ Flatt 7th Period- Wood 1
- ☐ West 1st Period- Ag Explorations
- ☐ West 2nd Period- Small Engines
- ☐ West 4th Period- Small Engines
- ☐ West Period 3- Small Engines
- ☐ West 5th period- Ag Explorations
- ☐ West 6th Period- Ag Vet Science
- ☐ Helton 2nd Period- Ag & Soil Chemistry
- ☐ Helton 3rd Period- Ag & Soil Chemistry
- ☐ Helton 4th Period- Ag Vet Science
- ☐ Helton 5th Period- Animal Anatomy & Physiology
- ☐ Helton 7th Period- Ag Biology
- ☐ Vargas 1st Period- Shop Skills



- ☐ Vargas 2nd Period- Shop Skills
- ☐ Vargas 4th Period- Shop Skills
- ☐ Vargas 5th Period- Ag Earth
- ☐ Vargas 6th Period- Small Engines
- ☐ Macintosh 1st Period- Ag leadership
- ☐ Macintosh 2nd Period- Ag Economics/Government
- ☐ Macintosh 4th Period- Floral 1
- ☐ Macintosh 5th Period- Ag Economics/Government
- ☐ Macintosh 7th Period- Floral 1
- ☐ Other:

☐ Option 1

What Middle School did you attend? *

- ☐ Winton Middle
- ☐ Mitchell Senior
- ☐ McSwain
- ☐ Ballico Cressey
- ☐ Other:



Supervised Agricultural Experience Questions

Did you know you can get class credit and awards for something you might already be doing? If a question does not apply to you, respond with "no" or N/A

What is your mother's, father's and or guardians occupation? *

Your answer

Do you work for your parents (after school, weekends, summer)? If so doing what? *

Your answer

Do you work for any businesses or companies? *

Your answer

Do you have chores at home that are outside duties such as mowing the lawn, feeding animals, or gardening? *

Your answer

 Send me a copy of my responses.

SUBMIT

Never submit passwords through Google Forms.



B

Student Record Book

The following is a sample of our student record book currently used in the Atwater FFA program. Students who have an SAE and are applying for their state degree or American degree complete their record books electronically through AET. All Ag teachers can access record books using their AET login.

Attached you will find:

- *Student Record book- Complete*



Complete Record Book

Name	[REDACTED]
FFA Member #	602567683
AET Username / Unique #	[REDACTED] 1400852
Email Address	[REDACTED]
Teachers	Shelby West,Dave Gossman,Natalie Borba,Kaylyn Davenport,Dan Flatt,Kim Macintosh,Sam Meredith,Jose Vargas,Taylor Helton,Lesley Zorra
Report Date	6/5/2019

Executive Summary

1EN. Number of Entrepreneurship/Ownership SAEs	4
1EX. Number of Foundational SAEs	0
1IM. Number of Improvement SAEs	0
1PL. Number of Placement SAEs	0
1RE. Number of Research/Experimentation SAEs	0
1SU. Number of Supplemental SAEs	0
1. Total Number of SAEs	4
2a. Average Financial Backdating Days	39
2b. Average Journal Backdating Days	67
3a. Financial Investment in Operating Expenses	\$1159.69
3b. Financial Investment in Capital	
4. First Day in Ag / Beginning Date	07/01/2016
5a. Number of Courses Enrolled	3
5b. Class Semester Equivalent	5
6a. Total Number of Journal Entries / Per Semester Eq.	22 / 4.00
6b. In-Class Journal Hours / Per Semester Eq.	0.00 / 0.00
6c. Outside-Class Journal Hours / Per Semester Eq. (all types)	296.50 / 59.30

Journal Summary (Outside-Class Hours)

Year	Class Related	Entrepreneurship SAE	Improvement SAE	FFA	Officer	Club	POA	Service	Total
2017	0.0	0.0	0.0	8.5	0.0	0.0	0.0	0.0	8.5
2018	0.0	210.0	0.0	0.0	0.0	0.0	0.0	0.0	210.0
2019	0.0	78.0	0.0	0.0	0.0	0.0	0.0	0.0	78.0
Total	0.0	288.0	0.0	8.5	0.0	0.0	0.0	0.0	296.5

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FFA Offices Journal of office-related activities	Section C
POA Committees Journal of committee-related activities	Section D
Journal FFA Competitions Other FFA Activities Community Service Activities	Section E
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A. Resume

Objective:

Agricultural Science Courses:

- Aug 2018 - Jun 2019 Ag Communications & Leadership (1)
- Aug 2017 - Jun 2018 Agricultural Environmental & Earth Science (1)
- Jul 2016 - Jun 2017 Agricultural Biology

Supervised Ag Experience (SAE) Summary / Work Experience:

- 2019 Small Animal (Ownership) 1 project
- 2018 - 2019 Swine (Ownership) 3 projects

FFA Involvement and Leadership:

Community Service:

Accomplishments:

- 2017 Chapter FFA Degree
- 2016 Greenhand FFA Degree

Certifications, Skills, and Memberships:

References:

B. Agricultural Sciences Courses

Date	Course/Name	Begin	End	Semesters
Fall 2016	Agricultural Biology	7/1/2016	6/30/2017	2
Fall 2017	Agricultural Environmental & Earth Science (1)	8/1/2017	6/14/2018	2
Fall 2018	Ag Communications & Leadership (1)	8/1/2018	6/14/2019	2

Journal - Other FFA-related Activity

Date	Activity/Description	Hours
4/16/2019	FFA "Movie Night" Meeting Meeting Chapter	0.00
12/18/2017	FFA Morning Wave Meeting Chapter	1.00
12/18/2017	Floral Team practice Other Chapter	1.50
12/18/2017	FFA Movie Night Meeting Chapter	2.00
12/15/2017	AHS Miracles Do Happen Other Chapter	1.00
12/2/2017	Take Out BBQ #2 Other Chapter	3.00
12/2/2017	Mariposa FFA Speaking Invitational Speech Invitational	0.00
	Total Entries: 7	8.50

F. SAE Summary

Years	Name	Type	SAE Type	Scope
2018	Hayley Vargas	Swine	Entrepreneurship/Ownership	head of Market Swine
2018 - 2019	Market Hog	Swine	Entrepreneurship/Ownership	head of Market Swine
2019	Market hog	Swine	Entrepreneurship/Ownership	head of Market Swine
2019	Market Rabbit	Small Animal	Entrepreneurship/Ownership	head of Rabbits

Scope

Year	Quantity	Unit	Description
2018		head / Market Swine	

SAE Plan

Description

I have an interest in this market hog SAE because of my involvement within my FFA chapter, my interest in working with animals, and a desire to gain knowledge & skills pertaining to livestock and the animal science industry.

My four month project is planned to start in early March and be completed by mid June.

My project has several goals that represent key areas of the project. (Goal #1) The primary goal is to ensure the health, safety, and well-being of the animal is priority #1. This priority will serve as the primary factor in all animal-related decisions. (Goal #2) A secondary goal involves learning and gaining experience within the swine management, swine showmanship, and swine industry parameters related to the project. (Goal #3) Overall, a goal is to implement business practices that result in either "breaking even" or making a small profit at the end of the project.

My FFA advisor Mr. Gossman will assist me in the decisions relative to the hog project including expenses, feed, medicine, entry fees, grooming supplies, and show equipment. My advisor will conduct regular site/project visits and assist in weighing my hog on a regular basis. My advisor will assist with the transportation of my animal to its residence and the fair.

Focal areas of project safety include personal safety, animal awareness, biosecurity, and zoonosis.

Time Investment

I usually spend at least seven hours a week with daily feeding, cleaning, and maintenance activities. I spend at least an additional two to five hours a month associated with weighing and exercising/working my hog in preparation of the fair.

The final activity associated with my project market hog involves transporting my project to the fair, participating in an official 'weigh-in', market hog show, showmanship, and the livestock auction where my project will be sold. Key dates/events include (February) preparation of facility/pen, purchase of animal, scheduled weigh day / working, (March-May) scheduled weigh day, worming, and showmanship practice, and (June) preparation for fair, transportation to fair, official weigh day, the fair market/showmanship shows, livestock auction, fair clean-up, and closing of project with check, payment of expenses, and AET project records.

I will be receiving a zero-interest, short term loan from American Ag Credit to cover all expenses associated with the project. The loan is received prior to the project start date. The funds are placed in our school account. Expenses are taken out of the account each month and the loan is paid back in full through the school account following the sale of the animal at the auction.

Financial Investment

I will be receiving a zero-interest, short term loan from American Ag Credit to cover all expenses associated with the project. The loan is received prior to the project start date. The funds are placed in our school account. Expenses are taken out of the account each month and the loan is paid back in full through the school account following the sale of the animal at the auction.

Typical expenses to support my project include the purchase of the market hog to be raised/sold, feed, insurance, veterinary medicine, show/fair supplies, grooming supplies, and an auction buyers gift.

I hope project will generate a gross income through the sale of my project during the livestock auction of \$600 - \$700 minimum.

Learning Objectives

My goals associated with this project include expanding my knowledge on the care, maintenance, and well-being associated with raising market swine. I hope to expand my knowledge and skills associated in the daily care, handling, and husbandry of swine including animal nutrition, industry standards, health, animal safety, veterinary care, animal management, record keeping, communication, marketing, exhibiting/showmanship, and representing my school, FFA program, and the swine industry with professionalism.

My experience enabled me to actively participate and experience the goals and objectives identified above.

Skill Area**Planned Activities****Results or Outcome****Budget**

Income/Expense Type	Amount	Notes
Expense - Entry Fees / Commissions	\$15.00	Fair entry fee
Expense - Feed	\$250.00	Feed and supplements
Expense - Inventory for Resale	\$275.00	Price/purchase of hog
Expense - Repairs/maintenance	\$13.00	Swine insurance
Expense - Supplies	\$25.00	Shavings, buyers gift, etc...
Expense - Veterinary medicine	\$10.00	Dewormer and antibiotics
Income - Cash/Market Sale	\$600.00	Estimated 240lbs 2.50/lb

Journal - Experience-related Activity -

Date	Activity / Description	Hours
3/31/2018	Activities in the animal industry Monthly feed, clean, and maintenance associated my swine project	31.00
	Total Entries: 1	31.00

Profit/Loss Report - [REDACTED]		
(Type)	2018	Total
1. Revenues from Operations		
Beginning Current Inventory		
Market Inventory Adjustments		
Ending Current Inventory		
Change in Current Inventory		
Gross Cash Revenues		
Gross Non-Cash Revenues		
Gross Revenues		
2. Expenses from Operations		
Contract/Custom		
Total Cash Expense		
Non-Cash Contract/Custom		
Total Non-Cash Expense		
Total Operating Expense		
3. Net Income from Operations		
Journalled time (hours)	31.0	31.0

Market Hog

Scope - Market Hog

Year	Quantity	Unit	Description
2018		head / Market Swine	
2019		head / Market Swine	

SAE Plan - Market Hog

Description

I have an investment in this market hog SAE because of my involvement within my FFA chapter, my interest in working with animals, and a desire to gain knowledge & skills pertaining to livestock and the animal science industry.

My four month project is planned to start in early March and be completed by mid June.

My project has several goals that represent key areas of the project. (Goal #1) The primary goal is to ensure the health, safety, and well-being of the animal is priority #1. This priority will serve as the primary factor in all-related decisions. (Goal #2) A secondary goal involves learning and gaining experience within the swine management, swine showmanship, and swine industry parameters related to the project. (Goal #3) Overall, a goal is to implement business practices that result in either breaking even or making a small profit at the end of the project.

My FFA advisor Mr. Gossman will assist me in the decisions relative to the hog project including expenses, feed, medicine, grooming supplies, and show equipment. My advisor will assist with the transportation of my animal to its residence and the fair.

Focal areas of the project safety include personal safety, animal awareness, biosecurity, and zoonosis.

I usually spend at least seven hours a week with daily feeding, cleaning, and maintenance activities. I spend at least an additional two to five hours a month associated with weighing and exercising / working my hog in preparation of the fair.

The financial activity associated with my project market hog involves in transporting my project to the fair, participating in an official "weigh in", market hog, showmanship, and the livestock auction where my project will be sold. Key dates/ events included (February) preparation of facility/ pen, purchase of animal, scheduled weigh day/ working. (March -May) scheduled weigh day, worming, and showmanship practice, and (June) preparation for fair, transportation to fair, official weigh day, the fair market/ showmanship shows, livestock auction, fair clean-up, and closing of [project with check, payment of expenses, and AET project records.

I will be receiving a zero-interest, short term loan from American Ag Credit to cover all expenses associated with fair project. The loan is received prior to the project start date. The funds are placed in our school account. Expenses are taken out of the account each month and the loan is paid back in full through the school account following the sale of the animal at the auction.

Typical expenses to support my project include the purchase of the market hog to be raised/sold, feed, insurance, veterinary medicine, show/fair supplies, grooming supplies, and auction buyers gift.

I hope project will generate a gross income through the sale of my project during the livestock auction of \$600-\$700 minimum.

My goals associated with this project include expanding my knowledge on the care, maintenance, and well-being associated with raising market swine. I hope to expand my knowledge and skills associated in the daily care, handling, and husbandry of swine including animal nutrition, industry standards, health, exhibiting/ showmanship, and representing my school, FFA program, and the swine industry with professionalism.

My experience enabled me to actively participate and experience the goals and objects identified above.

Time Investment

Financial Investment

Skill Area

Planned Activities

Results or Outcome

Budget - Market Hog

Income/Expense Type	Amount	Notes
Expense - Entry Fees / Commissions	\$15.00	Fair entry fee
Expense - Feed	\$250.00	Feed and supplements
Expense - Inventory for Resale	\$275.00	Price/ purchase of hog
Expense - Other	\$13.00	Swine insurance
Expense - Supplies	\$25.00	Shavings, buyers gift , etc...
Expense - Veterinary medicine	\$10.00	De-wormer and antibiotics
Income - Cash/Market Sale	\$600.00	Estimated 240lbs x 2.50/lb

Journal - Experience-related Activity - Market Hog

Date	Activity / Description	Hours
2/15/2019	Utilize best-practice protocols based upon animal Swine pen preparation, receipt of hog, initial weighing, and general feed, clean, and maintenance.	6.00
6/12/2018	Activities in the animal industry Fair check pick up, loan re-payment, closing of project account, AET records update, etc... associated with my swine project.	4.00
6/10/2018	Activities in the animal industry Daily feed, clean, maintenance, and fair hours associated with my swine project during the week of the fair.	96.00
6/3/2018	Activities in the animal industry Monthly feed, clean, and maintenance associated with my swine project. Pre-fair preparation and transportation.	12.00
5/31/2018	Activities in the animal industry Monthly feed, clean, and maintenance associated with my swine project.	31.00
4/30/2018	Activities in the animal industry Monthly feed, clean, and maintenance associated with my swine project.	30.00
3/1/2018	Activities in the animal industry Swine pen preparation, receipt of hog, initial weighing, and general, clean, and maintenance.	6.00
	Total Entries: 7	185.00

Operating Expense - Market Hog

Date	Vendor	Memo	Amount
3/1/2018	Inventory Atwater FFA	1 head	\$275.00
3/1/2018	Other Atwater FFA	swine insurance	\$13.00
3/1/2018	Vet Med Atwater FFA	wormer	\$10.00
3/1/2018	Fees/Comm Atwater FFA	entry fee	\$15.00
3/1/2018	Supplies Atwater FFA	buyer gift, shavings, etc...	\$25.00
3/31/2018	Feed Atwater FFA	March Feed	\$54.60
4/30/2018	Feed Atwater FFA	April Feed	\$87.20
5/31/2018	Feed Atwater FFA	May feed	\$87.20
6/9/2018	Feed Atwater FFA	June feed	\$43.00
6/12/2018	Interest		\$0.00

Operating Income - Market Hog

Date	Vendor	Memo	Amount
6/12/2018	Cash Sale Merced County Fair		\$753.00

Profit/Loss Report - Market Hog			
2018	2018	2019	Total
1. Revenues from Operations			
Beginning Current Inventory	\$0	\$0	
Market Inventory Adjustments	\$0	\$0	
Ending Current Inventory	\$0	\$0	
Change in Current Inventory	\$0	\$0	\$0
Market/Cash Sales	\$753		\$753
Gross Cash Revenues	\$753		\$753
Gross Non-Cash Revenues			
Gross Revenues	\$753	\$0	\$753
2. Expenses from Operations			
Inventory Purchased for Resale	\$275		\$275
Feed	\$272		\$272
Veterinary Medicine	\$10		\$10
Supplies	\$25		\$25
Entry Fees	\$15		\$15
Contract/Custom			
Other Cash	\$13		\$13
Total Cash Expense	\$610		\$610
Non-Cash Contract/Custom			
Total Non-Cash Expense			
Total Operating Expense	\$610		\$610
3. Net Income from Operations			
	\$143	\$0	\$143
Journalled time (hours)	179.0	6.0	185.0
Net Current/Operating Income per Hour	\$1		

Market hog

Scope - Market hog

Year	Quantity	Unit	Description
2019		head / Market Swine	

SAE Plan - Market hog

Description

Time Investment

Financial Investment

Learning Objectives

Skill Area	Planned Activities	Results or Outcome
------------	--------------------	--------------------

Budget - Market hog

Income/Expense Type	Amount	Notes
Expense - Entry Fees / Commissions	\$15.00	Fair entry fee
Expense - Feed	\$250.00	Feed and Supplements
Expense - Inventory for Resale	\$300.00	Price/purchase of hog
Expense - Other	\$13.00	Swine insurance
Expense - Supplies	\$25.00	shavings, buyer gifts, etc...
Expense - Veterinary medicine	\$10.00	Dewormer and antibiotics
Income - Cash/Market Sale	\$600.00	Estimated 240lbs x 2.50/lb

Journal - Experience-related Activity - Market hog

Date	Activity / Description	Hours
4/30/2019	Utilize best-practice protocols based upon animal Swine pen preparation, receipt of hog, initial weighing, and general feed, clean, and maintenance.	30.00
3/31/2019	Utilize best-practice protocols based upon animal Swine pen preparation, receipt of hog, initial weighing, and general feed, clean, and maintenance.	31.00
2/28/2019	Utilize best-practice protocols based upon animal Swine pen preparation, receipt of hog, initial weighing, and general feed, clean, and maintenance.	6.00
	Total Entries: 3	67.00

Operating Expense - Market hog

Date	Vendor	Memo	Amount
3/31/2019	Feed Atwater FFA	March feed	\$64.50
4/30/2019	Feed Atwater FFA	April Feed	\$52.19
5/24/2019	Fees/Comm Atwater FFA	entry fee	\$15.00
5/24/2019	Supplies Atwater FFA	buyer gift shavings	\$25.00
5/24/2019	Inventory Atwater FFA	Inventory resale	\$290.00
5/24/2019	Other Atwater FFA	swine insurance	\$13.00
5/24/2019	Vet Med Atwater FFA	wormer	\$10.00
5/24/2019	Fees/Comm Atwater FFA	entry fee	\$15.00
5/24/2019	Supplies Atwater FFA	buyer gift shavings	\$25.00

Profit/Loss Report - Market hog		
Items	Zones	Total
1. Revenues from Operations		
Beginning Current Inventory	\$0	
Market Inventory Adjustments	\$0	
Ending Current Inventory	\$510	
Change In Current Inventory	\$510	\$510
Gross Cash Revenues		
Gross Non-Cash Revenues		
Gross Revenues	\$510	\$510
2. Expenses from Operations		
Inventory Purchased for Resale	\$290	\$290
Feed	\$117	\$117
Veterinary Medicine	\$10	\$10
Supplies	\$50	\$50
Entry Fees	\$30	\$30
Contract/Custom		
Other Cash	\$13	\$13
Total Cash Expense	\$510	\$510
Non-Cash Contract/Custom		
Total Non-Cash Expense		
Total Operating Expense	\$510	\$510
3. Net Income from Operations	\$0	\$0
Journalled time (hours)	67.0	67.0

Market Rabbit

Scope - Market Rabbit

Year	Quantity	Unit	Description
2019		head / Rabbits	

SAE Plan - Market Rabbit

Description

A summary of my SAE project is to raise a quality meat rabbit that will market ready at the Merced County Fair. My project will start 30 days before fair. I have an interest in this market rabbit SAE because of my involvement within my FFA chapter, my interest in working with animals, and a desire to gain knowledge & skills pertaining to livestock and the animal science industry. My project has several goals that represent key areas of the project. (Goal #1) The primary goal is to ensure the health, safety, and well-being of the animal is priority #1. This priority will serve as the primary factor in all animal-related decisions. (Goal #2) A secondary goal involves learning and gaining experience within small animal management, rabbit showmanship, and small animal industry parameters related to the project. (Goal #3) Overall, a goal is to implement business practices that result in either "breaking even" or making a small profit at the end of the project. Ms. West is helping me with my project and helping me by providing access to an animal, support, weighing, tattooing and facilitating showmanship clinics. In terms of project safety, important areas of safety include proper handling, biosecurity, and tattooing awareness.

Time Investment

I usually spend at least seven hours a week with daily feeding, cleaning, and maintenance activities. I spend at least an additional half hour a day associated with showmanship practice in preparation of the fair. The final activity associated with my project market rabbit involves transporting my project to the fair, participating in an official 'weigh-in", market rabbit show, showmanship, and the livestock auction where my project will be sold. Key dates/events include (May) preparation of facility/pen, purchase of animal, showmanship practice, preparation for fair, fair day (June), and closing of project with check, payment of expenses, and AET project records.

Financial Investment

I will be using previous money earned from SAE projects to fund this project's expenses. Typical expenses to support my project include the purchase of the market rabbit to be raised/sold, feed, entry fees, and an auction buyers gift.

(Single Fryer) - I hope my project will generate a net income through the sale of my project during the livestock auction of \$35 - \$60 minimum.

(Meat Pen) - I hope my project will generate a net income through the sale of my project during the livestock auction of \$75 - \$150 minimum.

Learning Objectives

Skill Area	Planned Activities	Results or Outcome
AS.02.01 Demonstrate management techniques that ensure animal welfare.	Daily care which includes feeding, watering, health check, and cleaning of animal facility.	
AS.03.01 Analyze the nutritional needs of animals.	Observe my animal's rate of gain to determine the amount of feed needed for optimal development to reach show quality.	
AS.06.03 Select and train animals for specific purposes and maximum performance based on anatomy and physiology.	Frequent exercise and showmanship work days to prepare for the final outcome at fair.	
AS.06.03 Select and train animals for specific purposes and maximum performance based on anatomy and physiology.	Frequent exercise and showmanship work days to prepare for the final outcome at fair.	

Journal - Experience-related Activity - Market Rabbit

Date	Activity / Description	Hours
5/29/2019	Analyze historic and current trends impacting the Tattoo rabbit, weigh rabbit, and showmanship practice	2.00
5/20/2019	Utilize best-practice protocols based upon animal weighed rabbit	1.00
5/13/2019	Apply principles of animal reproduction to achieve Weighed Rabbit	1.00
5/6/2019	Analyze historic and current trends impacting the Picked out rabbit	1.00
Total Entries: 4		5.00

Operating Expense - Market Rabbit

Date	Vendor	Amount	Amount
5/30/2019	Inventory Atwater FFA	single fryer	\$20.00
5/30/2019	Feed Atwater FFA	total feed for project	\$10.00
5/30/2019	Fees/Comm Atwater FFA	entry fee	\$10.00

Profit/Loss Report - Market Rabbit

Type	2019	Total
1. Revenues from Operations		
Beginning Current Inventory	\$0	
Market Inventory Adjustments	\$0	
Ending Current Inventory	\$40	
Change in Current Inventory	\$40	\$40
Gross Cash Revenues		
Gross Non-Cash Revenues		
Gross Revenues	\$40	\$40
2. Expenses from Operations		
Inventory Purchased for Resale	\$20	\$20
Feed	\$10	\$10
Entry Fees	\$10	\$10
Contract/Custom		
Total Cash Expense	\$40	\$40
Non-Cash Contract/Custom		
Total Non-Cash Expense		
Total Operating Expense	\$40	\$40
3. Net Income from Operations	\$0	\$0
Journalized time (hours)	5.0	5.0

Loans / Liabilities				
Date	Vendor / Memo	Loan Type	Amount	Payments
2/1/2018	American AG Credit	Short Term Loan (within 1 year)	\$500	1 - \$500
2/1/2019	American Ag Credit	Short Term Loan (within 1 year)	\$500	0 - \$0

H. Other Transactions (Beginning Values, Non-Cash Non-Current Transactions, Gifts and other transactions)				
Date	Vendor	Memo	Type	Amount
2/1/2018	American AG Credit		Loan	\$500.00
6/12/2018			Loan Payment	(\$500.00)
2/1/2019	American Ag Credit		Loan	\$500.00

Profit/Loss Statement (All Sales)	2016	2016	Total
1. Revenues from Operations			
a. Beginning Current Inventory	\$0	\$0	
b. Market Inventory Adjustments	\$0	\$0	
c. Ending Current Inventory	\$0	\$550	
1A. Change in Current Inventory	\$0	\$550	\$550
Market/Cash Sales	\$753		\$753
1B. Gross Cash Revenues	\$753		\$753
1C. Gross Non-Cash Revenues			
1D. Gross Revenues	\$753	\$550	\$1,303
2. Expenses from Operations			
Inventory Purchased for Resale	\$275	\$310	\$585
Feed	\$272	\$127	\$399
Veterinary Medicine	\$10	\$10	\$20
Supplies	\$25	\$50	\$75
Entry Fees	\$15	\$40	\$55
Other Cash	\$13	\$13	\$26
Loan Interest	\$0		\$0
2A. Total Cash Expense	\$610	\$650	\$1,160
2B. Total Non-Cash Expense			
2C. Total Operating Expense	\$610	\$650	\$1,160
2D. Total Operating Expense + Dep.	\$610	\$650	\$1,160
3. Net Income from Operations	\$143	\$0	\$143
4. Non-Current Inventory			
a. Beginning Inventory			
b. Purchases			
c. Sales			
d. Depreciation			
e. Closing Inventory			
f. Capital Gain (Loss) from Sales			
4A. Net Non-Current Transactions			
5. Net Income from Operations & Net Non-Current Transactions (1D-2C+4A)	\$143	\$0	\$143
Journalled time (hours)	210.0	78.0	288.0
Return per Hour	\$1		
5. Annual Review			
a. Operating Profit Margin (OPM)	19%		11%
b. % of Total Returns from Net Non-Current Gains			0%

Balance Sheet (as of Dec 31 of each year)	Station AG	2016	2017	2018	2019
Assets					
1. Current/Operating Assets					
a. Cash on Hand, checking and savings	\$0	\$0	\$0	\$143	\$93
b. Cash value - bonds, stocks, life insurance					
c. Notes & accounts receivable					
d. Current/Operating Inventory					
1. Animal SAEs				\$0	\$550
2. Agribusiness SAEs					
3. Power, Structural, and Technical SAEs					
4. Plant SAEs					
5. Biotechnology SAEs					
6. Environmental Services SAEs					
7. Food Products and Processing SAEs					
8. Natural Resources SAEs					
e. Total Current Inventory				\$0	\$550
f. Total Current Assets	\$0	\$0	\$0	\$143	\$643
2. Non-Current Assets					
a. Non-Dep draft, pleasure, and breeding animals					
b. Dep draft, pleasure, and breeding animals					
c. Dep machinery, equipment, and fixtures					
d. Dep land improvements, buildings, and fences					
e. Non-Dep land					
f. Total Non-Current Assets					
TOTAL ASSETS	\$0	\$0	\$0	\$143	\$643

Balance Sheet	2016	2017	2018	2019
Liabilities				
1. Current Liabilities				
a. Accounts and notes payable			\$0	\$500
b. Current portion of Non-Current/Capital Debt				
c. Total Current Liabilities			\$0	\$500
2. Non-Current Liabilities				
a. Real estate mortgages				
b. Other				
c. Total Non-Current Liabilities				
TOTAL LIABILITIES			\$0	\$500
C. Summary of Contributed Capital				
1. Beginning Value	\$0	\$0	\$0	\$0
2. Cash gifts				
3. Cash from Ag related (non-SAE) and personal earnings	\$0	\$0	\$0	\$0
4. Non-cash contributions (current and non-current)	\$0	\$0	\$0	\$0
5. (Deduct) Non-cash sales for "used at home"	\$0	\$0	\$0	\$0
6. (Deduct) Total Personal Draw	\$0	\$0	\$0	\$0
7. (Deduct) Education expenses taken out				
8. Net Personal Contribution	\$0	\$0	\$0	\$0
Net Worth				
1. Contributed Capital	\$0	\$0	\$0	\$0
2. Retained Earnings	\$0	\$0	\$0	\$143
TOTAL NET WORTH	\$0	\$0	\$0	\$143
4. Total Liabilities & Net Worth	\$0	\$0	\$0	\$643
Financial Management Ratios				
1. Current Ratio				1.2860
2. Working Capital	\$0	\$0	\$0	\$143
SAE Earnings				
1. Placement Earnings	\$0	\$0	\$0	\$0
2. Net Income from Current & Non-Current	\$0	\$0	\$0	\$143
TOTAL SAE EARNINGS	\$0	\$0	\$0	\$143
Productively Invested				
1. Change in Net Worth	\$0	\$0	\$0	\$143
2. (Add) Educational Expenses				
3. (Deduct) Net Gifts and Non-SAE	\$0	\$0	\$0	\$0
GROWTH IN PRODUCTIVELY INVESTED	\$0	\$0	\$0	\$143

C

Course Outlines

The current course outline for Ag Biology, Veterinary Science, Ag Leadership, Ag Business, Floral Design 1 and Floral Design 2 are offered this school year at Atwater High School is attached. Other course outlines that are currently offered are available upon request.

Attached you will find:

- *Ag Biology Course Outline*
- *Veterinary Science Course Outline*
- *Ag Leadership Course Outline*
- *Ag Business Course Outline*
- *Floral Design 1 Course Outline*
- *Floral Design 2 Course Outline*

I. COURSE TITLE AND LEVEL	AG BIOLOGY
Department	Agriculture
Course Length	Two Semesters
Credit	Life Science (UC/CSU)
Prerequisites	None
Grade Level	9-12

II. BRIEF DESCRIPTION

To meet the challenges of the future, the scientific community has recognized the importance of uniting efforts in understanding and caring for life and its systems. This course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend life's complexities based on biological studies, including how it is affected by human activities. It brings together the agriculture interactions that occur in the living world, and provides the learner with a solid understanding of the processes that take place within all areas of life on Earth. In addition, learners will gain experience in leadership development, SAE projects, and career exploration in the area of agriculture.

III. MAJOR GOALS AND OBJECTIVES

- Students will understand that the fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
- Students will understand that mutation and sexual reproduction lead to genetic variation in a population.
- Students will understand that a multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- Students will understand that genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- Students will understand that the genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
- Students will understand that stability in an ecosystem is a balance between competing effects.
- Students will understand that the frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
- Students will understand that evolution is the result of genetic changes that occur in constantly changing environments.
- Students will understand that as a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
- Students will understand that organisms have a variety of mechanisms to combat disease.

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

IV. CAREER PERFORMANCE STANDARDS

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

V. COURSE OUTLINE

SEMESTER 1

1. Classroom Orientation
 - a. Class rules
 - b. Grading policy
2. FFA Leadership Development
 - a. History of the FFA
 - b. Local chapter, sectional, regional, state, and national organizations
 - c. FFA emblem and creed
 - d. FFA jacket, dress code, code of ethics, motto, and salute
 - e. FFA chapter officer duties
 - f. Basic principles of parliamentary procedure
3. Supervised Agriculture Experience Project
 - a. Introduction to SAE projects
 - b. Getting a project started
 - c. Long-range SAE plans
 - d. Introduction to the FFA record book
4. Investigation & Experimentation
 - a. Laboratory safety
 - b. Laboratory tools and equipment
5. The Science of Biology
 - a. What is Science?
 - i. What Science is and is not
 - ii. Evidence Based on Observation
 - iii. Interpreting the Evidence
 - iv. Explaining the Evidence
 - v. A Scientific View of the World
 - vi. Science and Human Values
 - b. How Scientists Work

- i. Designing an Experiment
 - ii. Publishing and Repeating Investigations
 - iii. When Experiments are Not Possible
 - iv. How a Theory Develops
 - c. Studying Life
 - i. Characteristics of Living Things
 - ii. Branches of Biology
 - iii. Biology in Everyday Life
 - d. Tools and Procedures
 - i. A Common Measurement System
 - ii. Analyzing Biological Data
 - iii. Microscopes
 - iv. Laboratory Techniques
 - v. Working Safely in Biology
- 6. Chemistry of Life
 - a. The Nature of Matter
 - i. Atoms
 - ii. Elements and Isotopes
 - iii. Chemical Compounds
 - iv. Chemical Bonds
 - b. Properties of Water
 - i. The Water Molecule
 - ii. Solutions and Suspensions
 - iii. Acids, Bases, and pH
 - c. Carbon Compounds
 - i. The Chemistry of Carbon
 - ii. Macromolecules
 - iii. Carbohydrates
 - iv. Lipids
 - v. Nucleic Acids
 - vi. Proteins
 - d. Chemical Reactions and Enzymes
 - i. Chemical Reactions
 - ii. Energy in Reactions
 - iii. Enzymes
 - iv. Enzyme Action
- 7. Cell Structure and Function
 - a. Life is Cellular
 - i. The Cell Theory
 - ii. Basic Cell Structures
 - iii. Prokaryotes and Eukaryotes
 - b. Cell Structures
 - i. Cell Wall
 - ii. Nucleus
 - iii. Cytoskeleton
 - iv. Organelles in the Cytoplasm

- v. Organelle DNA
 - vi. The Cell as a Factory
 - vii. Comparing Cells
- c. Movement Through the Membrane
 - i. Cell Membrane
 - ii. Diffusion
 - iii. Osmosis
 - iv. Facilitated Diffusion
 - v. Active Transport
- d. The Diversity of Cellular Life
 - i. Unicellular Organisms
 - ii. Multicellular Organisms
 - iii. Levels of Organization
- 8. Photosynthesis
 - a. Energy and Life
 - i. Autotrophs and Heterotrophs
 - ii. Chemical Energy and ATP
 - iii. ATP and Glucose
 - b. Photosynthesis: An Overview
 - i. Investigating Photosynthesis
 - ii. The Photosynthesis Equation
 - iii. Light and Pigments
 - c. The Reactions of Photosynthesis
 - i. Inside a Chloroplast
 - ii. NADPH
 - iii. Light-Dependent Reactions
 - iv. The Calvin Cycle
 - v. Factors Affecting Photosynthesis
- 9. Cellular Respiration
 - a. Chemical Pathways
 - i. Chemical Energy and Food
 - ii. Overview of Cellular Respiration
 - iii. Glycolysis
 - iv. Fermentation
 - b. The Krebs Cycle and Electron Transport
 - i. The Krebs Cycle
 - ii. Electron Transport
 - iii. The Totals
 - iv. Energy and Exercise
 - v. Comparing Photosynthesis and Cellular Respiration
- 10. Cell Growth and Division
 - a. Cell Growth
 - i. Limits to Cell Growth
 - b. Cell Division
 - i. Chromosomes
 - ii. The Cell Cycle

- iii. Events of the Cell Cycle
 - iv. Mitosis
 - v. Cytokinesis
- 11. Introduction to Genetics
 - a. The Work of Gregor Mendel
 - i. Gregor Mendel's Peas
 - ii. Genes and Dominance
 - iii. Segregation
 - b. Probability and Punnett Squares
 - i. Genetics and Probability
 - ii. Punnett Squares
 - iii. Probability and Segregation
 - iv. Probabilities Predict Averages
 - c. Exploring Mendelian Genetics
 - i. Independent Assortment
 - ii. A Summary of Mendel's Principles
 - iii. Beyond Dominant and Recessive Alleles
 - iv. Applying Mendel's Principles
 - d. Meiosis
 - i. Chromosome Number
 - ii. Phases of Meiosis
 - iii. Gamete Formation
 - iv. Comparing Mitosis and Meiosis
 - e. Linkage and Gene Maps
 - i. Gene Linkage
 - ii. Gene Maps

SEMESTER 2

12. DNA and RNA

- a. DNA
 - i. Griffith and Transformation
 - ii. Avery and DNA
 - iii. The Hershey-Chase Experiment
 - iv. The Structure of DNA
- b. Chromosomes and DNA Replication
 - i. DNA and Chromosomes
 - ii. DNA Replication
- c. RNA and Protein Synthesis
 - i. The Structure of RNA
 - ii. Types of RNA
 - iii. Transcription
 - iv. RNA Editing
 - v. The Genetic Code
 - vi. Translation
 - vii. The Roles of RNA and DNA
 - viii. Genes and Proteins

- d. Mutations
 - i. Gene Mutations
 - ii. Chromosomal Mutations
- e. Gene Regulation
 - i. Gene Regulation: An Example
 - ii. Eukaryotic Gene Regulation
 - iii. Regulation and Development
- 13. Genetic Engineering
 - a. Changing the Living World
 - i. Selective Breeding
 - ii. Increasing Variation
 - b. Manipulating DNA
 - i. The Tools of Molecular Biology
 - ii. Using the DNA Sequence
 - c. Cell Transformation
 - i. Transforming Bacteria
 - ii. Transforming Plant Cells
 - iii. Transforming Animal Cells
 - d. Applications of Genetic Engineering
 - i. Transgenic Organisms
 - ii. Cloning
- 14. The Human Genome
 - a. Human Heredity
 - i. Human Chromosomes
 - ii. Human Traits
 - iii. Human Genes
 - iv. From Gene to Molecule
 - b. Human Chromosomes
 - i. Human Genes and Chromosomes
 - ii. Sex-Linked Genes
 - iii. X-Chromosome Inactivation
 - iv. Chromosomal Disorders
 - c. Human Molecular Genetics
 - i. Human DNA Analysis
 - ii. The Human Genome Project
 - iii. Gene Therapy
 - iv. Ethical Issues in Human Genetics
- 15. Darwin's Theory of Evolution
 - a. The Puzzle of Life's Diversity
 - i. Voyage of the *Beagle*
 - ii. Darwin's Observations
 - iii. The Journey Home
 - b. Ideas That Shaped Darwin's Thinking
 - i. An Ancient, Changing Earth
 - ii. Lamarck's Theory of Evolution
 - iii. Population Growth

- c. Darwin Presents His Case
 - i. Publication of *On the Origin of Species*
 - ii. Natural Variation and Artificial Selection
 - iii. Evolution by Natural Selection
 - iv. Evidence of Evolution
 - v. Summary of Darwin's Theory
- 16. Evolution of Populations
 - a. Genes and Variation
 - i. Darwin's Ideas Revisited
 - ii. Gene Pools
 - iii. Sources of Genetic Variation
 - iv. Single-Gene and Polygenic Traits
 - b. Evolution as Genetic Change
 - i. Natural Selection on Single-Gene Traits
 - ii. Natural Selection on Polygenic Traits
 - iii. Genetic Drift
 - iv. Evolution Versus Genetic Equilibrium
 - c. The Process of Speciation
 - i. Isolating Mechanisms
 - ii. Testing Natural Selection in Nature
 - iii. Speciation of Darwin's Finches
- 17. The History of Life
 - a. The Fossil Record
 - i. Fossils and Ancient Life
 - ii. How Fossils Form
 - iii. Interpreting Fossil Evidence
 - iv. Geologic Time Scale
 - b. Patterns of Evolution
 - i. Mass Extinctions
 - ii. Adaptive Radiation
 - iii. Convergent Evolution
- 18. Classification
 - a. Why Classify?
 - b. Assigning Scientific Names
 - c. Linnaeus's System of Classification
- 19. The Nervous System
 - a. Human Body Systems
 - i. Organization of the Body
 - ii. Maintaining Homeostasis
 - b. The Nervous System
 - i. Neurons
 - ii. The Nerve Impulse
 - iii. The Synapse
- 20. The Muscular System
 - a. Types of Muscle
 - b. Muscle Contraction

- c. Control of Muscle Contraction
- d. How Muscles and Bones Interact

21. Bacteria and Viruses

- a. Bacteria in Nature
 - i. Decomposers
 - ii. Nitrogen Fixers
 - iii. Bacteria and Disease
 - iv. Human Uses of Bacteria
 - v. Controlling Bacteria
- b. Viruses
 - i. What is a Virus?
 - ii. Viral Infection
 - iii. Viruses and Disease
 - iv. Are Viruses Alive?

22. The Immune System and Disease

- a. Infectious Disease
 - i. The Germ Theory of Disease
 - ii. Koch's Postulates
 - iii. Agents of Disease
 - iv. How Diseases are Spread
 - v. Fighting Infectious Diseases
- b. The Immune System
 - i. Nonspecific Defenses
 - ii. Specific Defenses
 - iii. Active Immunity
 - iv. Passive Immunity
- c. Immune System Disorders
 - i. Allergies
 - ii. Autoimmune Disease
 - iii. AIDS

23. Biosphere Energy and Cycles

- a. Energy Flow
 - i. Producers
 - ii. Consumers
 - iii. Feeding Relationships
 - iv. Ecological Pyramids
- b. Cycles of Matter
 - i. Recycling in the Biosphere
 - ii. The Water Cycle
 - iii. Nutrient Cycles
 - iv. Nutrient Limitation

24. Ecosystems and Populations

- a. What Shapes an Ecosystem?
 - i. Biotic and Abiotic Factors
 - ii. The Niche

- iii. Community Interactions
 - iv. Ecological Succession
 - b. How Populations Grow
 - i. Characteristics of Populations
 - ii. Population Growth
 - iii. Exponential Growth
 - iv. Logistic Growth
 - c. Limits to Growth
 - i. Limiting Factors
 - ii. Density-Dependent Factors
 - iii. Density-Independent Factors
 - d. Human Population Growth
 - i. Historical Overview
 - ii. Patterns of Population Growth
 - iii. Future Population Growth
- 25. Biodiversity
 - a. Biodiversity
 - i. The Value of Biodiversity
 - ii. Threats to Biodiversity
 - iii. Habitat Alteration and Fragmentation
 - iv. Demand for Wildlife Products
 - v. Pollution
 - vi. Introduced Species
 - vii. Conserving Biodiversity
 - b. Charting a Course for the Future
 - i. Ozone Depletion
 - ii. Global Warming
 - iii. The Value of a Healthy Biosphere

VI. INSTRUCTIONAL MATERIALS

Biology, by Prentice Hall

The Official FFA Manual, by the National FFA Organization

VII. KEY ASSIGNMENTS

- Laboratory experiments highlight key state standards
- Hands-on activities such as map reading, data analysis, timeline construction, model-making
- Research projects
- Multimedia presentations
- Posters and other types of display presentations related to various topics

VIII. INSTRUCTIONAL METHODS AND/OR STRATEGIES

- Teacher led discussion

- Hands-on activities
- Lab experiments
- Group projects

IX. ASSESSMENT METHODS

- Lab practical examinations
- Tests and quizzes
- Group and individual projects/reports
- Lab experiments and activities

Course Description

A. COVER PAGE

Date of Submission (Please Include Month, Day and Year)	
1. Course Title Veterinary Science	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> College Prep Elective
2. Transcript Title(s) / Abbreviation(s)	
3. Transcript Course Code(s) / Number(s)	
4. School Merced County Regional Occupational Program-ROP	
5. District Merced County ROP	
6. City Merced	10. Grade Level(s) for which this course is designed <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. School / District Web Site www.mcoe.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Course List Contact Name: Lori Gomes Title/Position: Program Specialist Phone: (209) 381-6682 Ext.: E-mail: lgomes@mcoe.org	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
13. Is this an Internet-based course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", who is the provider?	14. N/A
15. Is this course modeled after a UC-approved course from another school <u>outside</u> your district? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
16. Pre-Requisites	17. Co-Requisites
18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, date(s) of previous submission? _____	
19. Brief Course Description VETERINARY SCIENCE is designed to provide students with an opportunity to study the science of veterinary medicine, including, animal anatomy and physiology, animal health, nutrition, and cause/prevention of disease. Students will also learn various veterinary laboratory skills, aseptic and surgical procedures, basic radiology, and scientific research and writing skills.	

B. COURSE CONTENT

20. Course Goals and/or Major Student Outcomes

21. Course Objectives

22. Course Outline

Unit of Instruction	Key Assignments
<p>I. Introduction to Veterinary Science</p> <p>A. What is Veterinary Science?</p> <ol style="list-style-type: none"> 1. Overview of the industry 2. Job opportunities in Veterinary Science <p>B. Role of the Veterinary Technician</p> <ol style="list-style-type: none"> 1. Job description and duties of a Veterinary Technician. 2. Available specialized training and educational opportunities. <p>C. Office Procedures and Skills Needed by a Veterinary Tech</p> <ol style="list-style-type: none"> 1. Demonstrate proper office procedures in a veterinary office environment. <ol style="list-style-type: none"> a. Records management process b. Financial record keeping c. Maintaining inventory d. Recording client information both orally and in written form e. Explaining waiting room etiquette f. Effective customer service skills g. Basic computer skills 	<p>► ROP Career Research Paper</p> <ul style="list-style-type: none"> • 3-5 pg paper, MLA format on a Career related to Vet Science. Addressing 1. Description of job, educational requirement, job opportunities, into salaries- etc., schools that offer the program <p>► (Related to VI&A) Identify special training programs in CA. and put into research paper about the vet tech w/above report</p> <p>► Keep and FFA Record book to demonstrate double entry bookkeeping</p> <p>► Demonstrate how to take inventory of equip/tools in the Vet Science Lab.</p> <p>► Illustrate where and how to record client information by completing a mock file</p> <p>► Describe waiting room etiquette in a power point presentation</p> <p>► Illustrate proper/effective customer service skills</p> <p>► Demonstrate use of computer system (throughout the year)</p> <ul style="list-style-type: none"> • Internet • Work • Excel • Specialize office software • Power Point

Unit of Instruction	Key Assignments
<p>II. Veterinary Science Terminology</p> <p>A. Terminology Used in Veterinary Science</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of terminology. <ol style="list-style-type: none"> a. Identify and recognize the parts of a medical term <ol style="list-style-type: none"> i. Define and explain commonly used prefixes, suffixes, abbreviations, root words, and combining forms 2. Recognize the importance of spelling medical terms correctly. <ol style="list-style-type: none"> a. Practice medical dictionary use 	<ul style="list-style-type: none"> ▶ Create not cards for guide study ▶ Create poster using computer using the terms and their meaning on Positional terms of animals. ▶ Demonstrate the positional terms using a "model" with 100% accuracy
<p>III. Cleaning and Sanitation Standards</p> <p>A. Cleaning and Sanitation Standards</p> <ol style="list-style-type: none"> 1. Demonstrate cleaning and sanitation standards in the Veterinary Science industry. 2. Define terms used in cleaning and sanitation. <ol style="list-style-type: none"> a. Understand cleaning and sanitation guidelines b. Understand the types of sanitation 3. Demonstrate cleaning and sanitation methods. <ol style="list-style-type: none"> a. Describe cleaning and sanitation products b. Demonstrate use of cleaning and sanitation equipment 4. Describe common grooming practices to promote the health in animals. 	<ul style="list-style-type: none"> ▶ Demonstrate cleaning and sanitation methods and safe handling of products by producing a power point or poster or a video.

Unit of Instruction	Key Assignments
<p>IV. Genetics</p> <p>A. The Role of Genetics in Veterinary Science</p> <ol style="list-style-type: none"> 1. Identify the role of genetics <ol style="list-style-type: none"> a. Identify and describe common breed information on dogs, cats, birds, reptiles, laboratory animals, and domesticated farm animals b. List common genetic diseases and disorders c. Explain the role of genetic engineering of animals <ol style="list-style-type: none"> i. Debate the arguments in favor of and against genetic engineering of animals for food, conservation, and domestic pets 	<ul style="list-style-type: none"> ▶ Identify acceptable breed characteristics for the top 5 breeds of small animals ▶ Identify common genetic disorder of small animals and why they occur. ▶ Group discussion on Pro's/Con's of Genetic engineering ▶ Produce a 1-2 page paper on "the genetic engineering" debate by choosing a side and support there reasoning by using real samples
<p>V. Anatomy and Physiology of Small Animals</p> <p>A. Anatomy and Physiology</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of anatomy and physiology of small animals. <ol style="list-style-type: none"> a. Define basic gross anatomy and physiology <p>B. Cell Structure and Function</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the basic structure and function of cells. <ol style="list-style-type: none"> a. Explain the molecular make-up of cells b. Identify the basic structures of the cell and their corresponding functions c. Discuss mitosis and its clinical significance in diseases, such as cancer d. Identify and describe meiosis in mammalian reproduction 	<ul style="list-style-type: none"> ▶ Worksheets ▶ LAB report on each system w/ drawings and functions ▶ LAB –dissection of a cat ▶ Lab 11 Gram stain and Bacterial Morphology –move to X <ul style="list-style-type: none"> ▶ Create a 3-Dimension cell and present orally and written the cell parts and functions. ▶ Cell Lab from "Intro to Vet Science Lab Manual "(LABI) ▶ Create a Poster/Power Point on how a cell divides using mitosis and how cell make "sex" cells using meiosis. Must include each step and describe what is taking place in each stage.

Unit of Instruction	Key Assignments
<p>V. Anatomy and Physiology of Small Animals-cont.</p> <p>C. Integumentary System</p> <ol style="list-style-type: none"> 1. Identify and describe the integumentary system. <ol style="list-style-type: none"> a. Identify integumentary system <ol style="list-style-type: none"> i. Discuss the properties, locations, functions, and varieties of epithelial tissues, connective tissues, muscle, and nerve tissues <p>D. Skeletal System</p> <ol style="list-style-type: none"> 1. Identify and describe the skeletal system. <ol style="list-style-type: none"> a. Identify and describe the structure of the bone; name the joint types and their accompanying role in movement <ol style="list-style-type: none"> i. Describe the functions of the musculoskeletal system ii. List the two major sections of the skeleton, name the corresponding bones, and compare species differentiation iii. Explain how bone grows and remodels; relate bone and muscle groups to movement <p>E. Circulatory System</p> <ol style="list-style-type: none"> 1. Identify and describe the circulatory systems in a various small animals. <ol style="list-style-type: none"> a. Identify circulatory systems and describe the parts within the system <ol style="list-style-type: none"> i. List blood components and describe the functions of blood ii. Identify the basic structures of the mammalian heart; illustrate the flow of blood through the heart and body including the parts of the blood vessels and their structural significance iii. Use knowledge of heart function and control to explain the clinical significance of the electrocardiogram, heart sounds, including heart murmurs, and blood pressure 	<ul style="list-style-type: none"> ▶ Lab 2 "Animal Tissue" from Intro to Vet Science Lab Manual ▶ Worksheets ▶ Cat Dissection Lab ▶ Dissect a chicken leg and analyze the skin and parts ▶ Lab write-ups on each dissection ▶ Create a model of two major sections of skeleton, name and compare with other species. Model can be 2-dimentional or 3-dimentional. (Poster or model from clay or any type of material they choose) ▶ LAB 3 Contraction of Glycerinated muscle with ATP from Intro to Vet Science Lab Manuel ▶ Procedure a lab report describing and addressing the items to the left ▶ Cat dissection lab expose the bones of the leg and name and describe how it moves and grows and repairs itself if broken (describe the process) ▶ Create a Poster of normal heart function and common abnormalities and describe the equipment used to diagnose and test heart functions. ▶ Dissection of pig/cow heart. Id, name each part in whole. Then cross section of heart. Draw and label in a lab write up report <ul style="list-style-type: none"> • Cat dissection

Unit of Instruction	Key Assignments
<p>V. Anatomy and Physiology of Small Animals-cont.</p> <p>F. Respiratory System</p> <ol style="list-style-type: none"> 1. Identify and describe the respiratory systems in a various small animals. Identify the basic components of the respiratory tract; list and discuss the function and control of breathing <p>G. Renal System</p> <ol style="list-style-type: none"> 1. Identify and name the basic structures in the renal system; name and explain the functions of the renal system. <ol style="list-style-type: none"> a. Identify structures within the kidney and the formation of urine and its regulation <p>H. Digestive System</p> <ol style="list-style-type: none"> 1. Identify the basic structures of the digestive system. <ol style="list-style-type: none"> a. Explain digestion in monogastrics, including digestive tract function, absorption and the role of the liver in digestion and metabolism 2. Compare and contrast the specialization of dentition and digestive tracts. <p>I. Endocrine and Reproductive Systems</p> <ol style="list-style-type: none"> 1. Identify reproductive systems. <ol style="list-style-type: none"> a. Male b. Female c. Understand the associated hormonal functions <ol style="list-style-type: none"> i. Egg and sperm development ii. Estrous cycle iii. Gestation iv. Parturition 2. Describe the endocrine system; name the major endocrine glands, list the hormones secreted by each gland, and describe the functions of these hormones. 3. Define the term antigen and explain its significance in immunity; distinguish between passive and active immunity. 	<ul style="list-style-type: none"> • Cat dissection of lungs-lab report <ul style="list-style-type: none"> ▶ Lab 4 urine examination from "Intro to Vet Science Lab Manual" <ul style="list-style-type: none"> • Cat dissection –kidney/bladder w/lab report on the system ▶ LAB 5 Digestion –"Intro to Vet Science Lab Manual" ▶ Ruminant/Mongastric Stomach Lab ▶ Lab 6 cellulose –"Intro to Vet Science Lab Manual" ▶ Create a Chart : Comparing and contrasting differences, function and specialization of the different digestive systems of small animals. Must be computer generated with pictures ▶ Cat dissection Lab and report <ul style="list-style-type: none"> ▶ Create a power point on the male/female reproductive system to include all of c. (i, ii, iii, iv) and how hormone affect or play a role in egg/sperm cell production (oogenesis and spermatogenesis) ▶ Create a poster about Reproductive System and include how hormones effect the cycle/system <ul style="list-style-type: none"> • Lab 8 Diabetes "Intro to Vet Science Manual" • Lab 9 Immunology Test –"Intro to Vet Science Manual"

Unit of Instruction	Key Assignments
<p>V. Anatomy and Physiology of Small Animals-cont.</p> <p>J. Nervous System</p> <ol style="list-style-type: none"> 1. Identify basic structure of nervous system. <ol style="list-style-type: none"> a. Identify the major structures of the brain b. Describe the anatomy and function of the spinal cord <ol style="list-style-type: none"> i. Nerve impulses ii. Neuron iii. Synapse 2. Explain the components of a reflex arc: <ol style="list-style-type: none"> a. Receptor b. Afferent pathway c. Integrating center d. Efferent pathway e. Effector 3. Compare and contrast the function of the sensory somatic system to the autonomic nervous system. <ol style="list-style-type: none"> a. Differentiate between the two branches of the autonomic system 	<ul style="list-style-type: none"> ▶ Create a drawing and label the parts of the brain and give its function. ▶ Create a chart of the nervous system ▶ Create a flow chart to illustrate how a nerve/nervous system works and describe the "action" taking place @ each stage and do the same activity for the reflex arc. (can be computer generated or original student work) <ul style="list-style-type: none"> • Cat dissection lab/lab report of the system • Lab 10 Food nutrient Analysis –"Intro to Vet Science Manual"
<p>VI. Small Animal Nutrition</p> <p>A. Nutritional Requirements</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of nutrition in small animals <ol style="list-style-type: none"> a. List the six major components of animal diets, and discuss their structure and significance in nutrition b. Explain the general principles in animal nutrition, including vitamins, minerals, and fluids 2. Discuss the nutritional needs of small animals. <ol style="list-style-type: none"> a. Similarities b. Differences 3. Demonstrate how to read and understand feed labels. <ol style="list-style-type: none"> a. Dry feeds b. Canned feeds 4. Explain the importance of special feeding needs. 	<ul style="list-style-type: none"> ▶ Demonstrate proper reading/analysis of a feed label (dry and canned feeds) ▶ Identify the nutritional needs of small animals by creating a chart. This would address similarities and differences. ▶ Given a scenario, the student is to give a reason and purpose for a specialized <ul style="list-style-type: none"> • Lab 10 Food nutrient Analysis –"Intro to Vet Science Manual"

Unit of Instruction	Key Assignments
<p>VII. Small Animal Behavior</p> <p>A. Common Behaviors of Small Animals</p> <ol style="list-style-type: none"> Demonstrate knowledge of common behaviors of small animals. <ol style="list-style-type: none"> Mating Aggression Peace and content Fear and flight <p>B. Proper Handling Techniques</p> <ol style="list-style-type: none"> Safe and proper handling procedures for small animals. <p>C. Restraint Tools and Procedures</p> <ol style="list-style-type: none"> Demonstrate proper use of muzzles, collars, leash, hobbles, surgical restraints, physical restraints and holding. Demonstrate safe and proper handling procedures for all small animals. 	<ol style="list-style-type: none"> ▶ I.D. the different behaviors in their natural/normal environment to develop an understanding of the animals for each ▶ ID tools, use and handling labs ▶ Describe "proper"/"safe" procedures assignment ▶ Demonstrate w/100% accuracy safe handling procedures
<p>VIII. Medical Treatments and Health</p> <p>A. Diagnosis, Cause, and Treatment of Diseases</p> <ol style="list-style-type: none"> Understand diagnosis, cause, and treatment of disease in small animals. <ol style="list-style-type: none"> Describe Koch's postulates List the important distinguishing features and give examples of major disease agents and discuss resulting diseases List the major methods used to diagnose disease and cite examples of disease diagnosis with each testing method Name the basic components of disease prevention. <ol style="list-style-type: none"> Describe the types of vaccines available and their roles in disease prevention Demonstrate disease prevention and immunology through use of vaccinations <ol style="list-style-type: none"> Injection methods <ul style="list-style-type: none"> Intramuscular Subcutaneous Intravenous 	<ol style="list-style-type: none"> ▶ Id the most common disease in small animal care, and know the treatment ▶ *3-5 page, MLA format report on a small animal disease (pending teacher approval) to address: overview of the disease, cause and origin of the disease, symptoms, treatment, possible complications and preventable measure/management of the animal if permanently affect by the disease. ▶ Lab on types of injections and practice the demonstrating on chicken wings/legs\ ▶ Demonstrate injection methods w/100% accuracy

Unit of Instruction	Key Assignments
<p>VIII. Medical Treatments and Health-cont.</p> <p>B. Identifying Disease Classifications</p> <ol style="list-style-type: none"> 1. Classify diseases, match them with the domestic species in which they occur, and discuss their clinical significance. <ol style="list-style-type: none"> a. List and describe several diseases common in domestic animals that are contagious to humans 2. Define endoparasites and ectoparasites. <ol style="list-style-type: none"> a. Differentiate between endoparasites and ectoparasites <ol style="list-style-type: none"> i. Viral diseases ii. Bacterial diseases iii. Fungal diseases iv. Protozoan diseases v. Zoonotic diseases and their public health aspects b. Treatment and management procedures <p>C. Diagnosis, Cause, and Treatment of Injuries in Small Animals</p> <ol style="list-style-type: none"> 1. List the important distinguishing features of common injuries. <ol style="list-style-type: none"> a. Describe small animal injuries and treatment <ol style="list-style-type: none"> i. Fractures ii. Ingestion of foreign materials iii. Internal organ damage 2. Understand radiation theory <ol style="list-style-type: none"> a. Understand and explain radiation safety <p>D. Normal Values for Small Animals in Veterinary Science</p> <ol style="list-style-type: none"> 1. List normal values for small animals. <ol style="list-style-type: none"> a. Identify the value for: <ol style="list-style-type: none"> i. Temperature, pulse, and respiration ii. Gestation iii. Weight iv. Litter size 	<ol style="list-style-type: none"> ▶ Research Paper 4-6 pages, MLA format listing and describing several common disease (4min.-6 max) in domestic animals. 2 must be contagious to humans. Must address the diseases (give a description), cause/origin, How is it transmitted or spread, Symptoms, Treatment, Maintenance and Prevention, and How is it classified. ▶ Rubric Assessment on Research papers ▶ Create a chart on the endoparasites and ectoparasites that are common to small animals. Must include treatment and management procedures. <ol style="list-style-type: none"> ▶ ID common fractures and possible causes and treatments ▶ ID common ingestion objects and treatment ▶ ID common organ damage from ingested objects ▶ Describe the x-ray process and explain proper safety procedures, by writing a paper- computer generated <ol style="list-style-type: none"> ▶ ID value for normal temperature, pulse, and respiration in small animals ▶ Create a chart with normal values ▶ Demonstrate how to take normal values <ol style="list-style-type: none"> a. Identify the value for: <ol style="list-style-type: none"> i. Temperature, pulse, and respiration ii. Gestation iii. Weight iv. Litter size

Unit of Instruction	Key Assignments
<p>VIII. Medical Treatments and Health-cont.</p> <p>E. Common Surgical Procedures in the Animal Health Service Industry</p> <ol style="list-style-type: none"> 1. Explain the clinical significance of the basic principles of successful surgery. <ol style="list-style-type: none"> a. Explain the healing of lacerations b. Explain aseptic techniques c. Identify surgical instruments d. Identify tools used in surgical packs e. Explain proper surgical room conduct 2. Describe common surgical procedures. <ol style="list-style-type: none"> a. Foxtail removal b. Ovariohysterectomy (spay) c. Castration (neuter) d. Abscess surgical procedure e. Common dental surgical procedures <ol style="list-style-type: none"> i. Extractions ii. Cleaning iii. Special needs iv. Abscesses f. Anal sac surgical procedures <p>F. Emergency Procedures in Small Animals</p> <ol style="list-style-type: none"> 1. Demonstrate emergency procedures in animal small. <ol style="list-style-type: none"> a. Identify and explain use of equipment and identification in emergency situations b. Recognize symptoms of shock and trauma a. Demonstrate cardiopulmonary resuscitation for small animals 	<ul style="list-style-type: none"> ▶ Identify the different types of lacerations and suture process. ▶ Demonstrate how to prepare and pack a surgical pack (lab) ▶ Demonstrate tool ID (lab) ▶ Report 3-5 pages on treatment and surgical procedures by listing the stages from start to finish of the following procedures: (must be typed/computer generated) <p><i>Surgical Procedures</i></p> <ul style="list-style-type: none"> • Foxtail removal • Ovariohysterectomy (spay) • Castration (neuter) • Abscess surgical procedure <p><i>Dental Procedures</i></p> <ul style="list-style-type: none"> • Extractions • Cleaning • Special needs • Abscesses <ul style="list-style-type: none"> ▶ List and explain common emergency procedures and equipment used in small animal vet practices ▶ List symptoms of shock/trauma and how to treat ▶ Demonstrate CPR techniques ▶ List/Describe CPR techniques for Small Animals
<p>IX. Laboratory Skills and Safety</p> <p>A. Laboratory Skills and Practices</p> <ol style="list-style-type: none"> 1. Demonstrate and understand laboratory skills used in Veterinary Science. <ol style="list-style-type: none"> a. Calculate conversions to the metric system using medical math b. Identify laboratory equipment c. Describe proper use and care of laboratory equipment d. Describe proper handling of laboratory specimens e. Identify common laboratory procedures 	<ul style="list-style-type: none"> ▶ Demonstrate proper use of Metric System in medical math problems. ▶ List and describe proper use and handling of common lab equipment and animal specimens. ▶ ID and explain common laboratory procedures and its purpose for small animals. (Urine, fecal, blood) ▶ Lab 11 & 12 from Lab Manual in Vet Science

Unit of Instruction	Key Assignments
<p>IX. Laboratory Skills and Safety-cont. B. Laboratory Safety</p> <ol style="list-style-type: none"> 1. Demonstrate and understand the need for laboratory safety. <ol style="list-style-type: none"> a. Laboratory etiquette and safe procedures b. Proper techniques/handling of lab specimens c. Recording and documenting lab specimens for safety of worker and animal 	<ul style="list-style-type: none"> ▶ Illustrate and describe proper techniques and handling of lab specimens by creating a PowerPoint or poster. ▶ Illustrate how to correctly record/document lab specimens safely and accurately.
<p>X. Pharmacology A. Pharmacology Needs of Small Animals</p> <ol style="list-style-type: none"> 1. Understand small animal pharmacology. <ol style="list-style-type: none"> a. Define terms relating to general pharmacology b. Explain the five schedules of controlled substances and their common uses c. Become familiar with pharmacologic agents, their uses, adverse side effects, and dosage forms d. List common drugs used for small animal health care 2. Identify the parts of drug labels and inserts. <ol style="list-style-type: none"> a. List routes and describe route of drug administration and routes of drug excretion 3. Define the biotransformation process. <ol style="list-style-type: none"> a. List common chemical reactions involved in this process 	<ul style="list-style-type: none"> ▶ Create note cards/flash cards with Pharmacology terms ▶ Create a chart of the 5 schedules of controlled substances, listing their uses. ▶ List the top 20 most common drugs used in animal health care. ▶ Demonstrate how to read a drug label and the inserts.

23. Texts & Supplemental Instructional Materials

24. Key Assignments

See Course Outline

25. Instructional Methods and/or Strategies

- Direct instruction and discussion
- Lecture
- Reading assigned materials
- Internet research
- Self-directed/independent, cooperative and collaborative learning
- Independent and group laboratory experiments
- Written, oral, and PowerPoint presentations
- Curriculum based field trips
- Industry experts
- Supplemental books
- Current news articles

26. Assessment Methods and/or Tools

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

- Individual or group project based learning assignments
- Lab projects and reports
- Teacher observation
- Examinations and quizzes
- Student demonstration
- Research projects
- Homework
- Presentations/Exhibitions

Student final grade is based on the following:

Homework assignments – 25%

Quizzes and Tests – 25%

Projects and Labs – 40%

Participation – 10%

C. HONORS COURSES ONLY

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

N/A

D. OPTIONAL BACKGROUND INFORMATION

28. Context for Course

29. History of Course Development

Merced Union High School District

I. Course Title and Level

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

II. Brief Description

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

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

III. Major Goals and Objectives

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

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

IV. Career Performance Standards

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

V. Course Outline

A. Basic Skills

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

- iii. Letter of Recommendation
- iv. Writing Sample
- v. Work Sample
- vi. Portfolio Presentations
- b. Interviewing
 - i. Proper dress
 - ii. Preparation, Thank-you, Follow-up
 - iii. Practice Interview
- c. Employer/Employee Relationships

B. Personal Qualities

- 1. Attitude
- 2. Self-Confidence
- 3. Ethical Behavior
- 4. Perseverance
- 5. Responsibility
- 6. Self-Discipline
- 7. Appearance
- 8. Personal Hygiene
- 9. Time Management
- 10. Life-Long Learning

C. Interpersonal Skills

- 1. Group Dynamics/Teamwork
- 2. Conflict Resolution
- 3. Negotiation
- 4. Cooperative and Cohesive Work Groups
- 5. Leadership
- 6. Workplace Behavior

D. Thinking Skills

- 1. Critical Analysis
- 2. Creative Design
- 3. Logical Reasoning
- 4. Problem Solving

E. Information Processing

- 1. Acquires and Accesses Data
- 2. Evaluates Data
- 3. Organization and Arrangement of Data
- 4. Maintains Relevant Records and Files
- 5. Interprets Appropriate and Necessary Data

6. Communication and Explanation of Relevant Data
 7. Processes Data to Determine Conclusion
-

F. Resource Analysis

1. Identification Procedures
2. Organization Structure
3. Planning Techniques
4. Allocation Strategies

G. Career Development

1. Opportunities in Ag Business Management & Agriculture
2. Self-Appraisal
3. Work Values
4. Self-Assessment

H. Leadership

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

I. Introduction to Leadership and Technologies

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

J. Computer Instruction

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

K. Communications

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

L. Goal Setting in Ag Business

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

M. Working in Teams

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

N. Entrepreneurial and Special Projects

1. Developing and Implementing a Business Proposal
2. Maintain Inventory
3. Labor Management

4. Purchasing Supplies
5. Public Relations
6. Advertising
7. Monitoring Budget

VI. Instructional Materials

1. Official FFA Manual
2. FFA Student Handbook

VII. Competencies

The student will:

- Follow outlined classroom procedures.
- Follow attendance requirements.
- Calculate and maintain grade based on classroom grading policies/procedures.
- Complete paperwork necessary for class enrollment.
- Complete a writing sample, an employability portfolio, and assignments pertaining to their vocation coursework.
- Demonstrate personal skills, which include the ability to be friendly, courteous, sensitive to others' feelings, cooperative and tactful when working with co-workers and supervisors.
- Work efficiently to complete tasks within given time limits.
- Demonstrate the ability to set priorities with work assignments.
- Demonstrate effective conflict resolution and negotiation skills when presented with a difficult situation or topic and show the ability to work through these situations to be a productive team player.
- Monitor, review, and propose solutions to improve social, organizational and technological systems.
- Select and apply tools, equipment and procedures, including computers and technologies relevant to their occupational path.
- Keep, organize, and maintain a personal informational folder and/or binder.
- Complete work samples.
- Demonstrates effective communication with classmates and teachers through various communication modes.
- Identify, organize, plan, and allocate resources in regards to time, money, materials, facilities and manpower.
- Set goals and plan to accomplish these goals.
- Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness.
- Participate in FFA activities.

- Demonstrate effective record-keeping skills as evidenced by maintaining an up-to-date FFA record book.
- Explain various types of meetings that are used in business.
- Explain various kinds of committees and their purpose in agriculture business structures.
- Utilize and maintain an effective filing system related to personal and classroom assignments and projects.
- Complete a project that demonstrates proficiency in word processing.
- Demonstrate public speaking skills by presenting one or more of the following: prepared speech, prepared group discussion, extemporaneous speech.
- Demonstrate parliamentary procedure skills.
- Demonstrate effective visual aid usage for communication projects.
- Select a project related to agriculture and establish a plan of action for completion which would include: 1) setting goals and objectives, 2) designing a plan of action for implementation, 3) developing a budget, 4) implementing a timeline for action to meet goals, 5) assign logical steps for completion, 6) complete an evaluation of the completed project.
- Outline successful practices for effective teamwork and apply to classroom projects.
- Manage a group of people to accomplish a task or project.

Career and Alternative Education
Merced County Regional Occupational Program



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



Art & History of Floral Design I & II
Course Outline

Every Student a Success

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

Approved by the Merced County Board of Education – June 14, 2004

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

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

PROGRAM GOALS

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

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

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

ORIGINAL STATE APPROVAL DATE: 1995

STATE CERTIFICATION DATE: July 13, 2006

STATE ID NUMBER: 603-04 and 74476

ADVISORY COMMITTEE APPROVAL/REVIEW DATE: May 17, 2004

COURSE REVISION DATE: March 2004

CBEDS TITLE: Horticulture and the Environment

CBEDS NUMBER: 4050

CDE COURSE NUMBER: 1361

I. COURSE DESCRIPTION

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

Course instruction

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

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

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

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

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

Prerequisites:

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

Articulation: none

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

II. ROP CERTIFICATE AND/OR INDUSTRY LICENSING

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

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

The following industry certification is available for this course:

- N/A

III. MERCED COUNTY CAREER PATHWAYS AND REPRESENTATIVE JOB TITLES

Designated Career Pathway: Agriculture/Fine Arts

JOB TITLES:

Retail Floral Shop

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

Greenhouse/OH

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

IV. STUDENT PERFORMANCE OBJECTIVES

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

Common to all Programs:

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

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

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

V. ASSESSMENT OF STUDENT PERFORMANCE

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

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

VI. TEACHING METHODS, STRATEGIES AND TECHNIQUES

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

VII. INSTRUCTIONAL MATERIALS AND EQUIPMENT

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

A. Computer Software

1. Microsoft Office

B. Required Reading and/or Text

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

C. Student Reading Selection

1. See #B above

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

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

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

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

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

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
II. MCROP ESLR 2: Productive and Safe Workers Who:	5	5	<p>SCANS: FS-1.c-e FS-2.a-c, FS-2.f FS-3.a WC-1.a WC-2.e WC-4.a</p> <p>SCPS: 1, 3-6</p> <p>AI: 1-9</p> <p>NCDG: SK-1a-c SK-2 a-d SK-3 c-d EOE-1 a, e-f EOE-2 e EOE-3 h EOE-4 a, f-g EOE-5 c EOE-6 b, d EOE-9 a-c, f-g</p> <p>English/L.A.: Grades 9-10 <u>Reading Comprehension</u> G9/10-2.1*</p> <p><u>Writing Strategies</u> 1.2, 1.5</p> <p><u>Writing Applications</u> G9/10-2.6*</p> <p><u>Written & Oral English Language Conventions</u> G9/10-1.1-1.4*</p> <p><u>Speaking Applications</u> 2.5</p> <p>English/L.A.: Grades 11-12 <u>Reading Comprehension</u> 2.3</p> <p><u>Writing Strategies</u> 1.3</p> <p>Math <u>Statistics, Data Analysis and Probability</u> G6-1.1*</p> <p><u>Number Sense</u> G7-1.3* G7-1.6*</p> <p><u>Algebra Functions</u> G7-1.5*</p> <p><u>Mathematical Reasoning</u> G7-2.1* G7-2.4*</p> <p><i>* Meets Standards Identified on the California High School Exit Exam</i></p>
<p>A. Demonstrate the knowledge, skills and ability to competently complete the job.</p> <ol style="list-style-type: none"> 1. Complete a work sample that demonstrates knowledge of entry-level skills. 2. Identify characteristics of a productive worker. <p>B. Demonstrate the ability to accept change.</p> <ol style="list-style-type: none"> 1. Develop an awareness of emerging employment trends and benefits of preparing for change.* 2. Describe the importance of flexibility and its role in the workplace. * <p>C. Read, write, speak and listen competently.</p> <ol style="list-style-type: none"> 1. Read, listen, comprehend, and discuss course specific materials. 2. Produce legible work that demonstrates accurate spelling, correct punctuation and capitalization.* 3. Demonstrate effective communication using the English language with peers, teachers, and co-workers through various communication modes. * <p>D. Identify, analyze, calculate, compute and apply information.</p> <ol style="list-style-type: none"> 1. Apply estimation, measurement, and calculation skills appropriate to the industry specific course. 2. Compute the range, mean, median and mode related to a set of data appropriate to the industry specific course.* 3. Convert fractions to decimals and percents and apply estimations, computations and application found in the industry specific course.* 4. Calculate the percentages of increases and decreases of a quantity as related to the industry specific course.* 5. Use estimation to verify the reasonableness of calculated results from applications within the industry specific course.* 6. Use a variety of methods (words, numbers, symbols, charts, graphs, diagrams or models) to explain mathematical reasoning as applicable within the industry specific course.* <p>E. Manage time, make decisions, and evaluate outcomes.</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to set priorities and manage time effectively. 2. Solve real-world situations using decision-making or problem solving method. 3. Reflect and respond in writing to the Employability Skills Evaluation. <p>F. Utilize problem solving skills.</p> <ol style="list-style-type: none"> 1. Interpret, process, and apply effective problem solving and critical thinking skills to a variety of real-world situations relevant to the industry specific course. * <p>G. Understand and follow safety rules and regulations.</p> <ol style="list-style-type: none"> 1. Discuss practices necessary to maintain a safe working environment, including ergonomics and OSHA regulations. 2. Demonstrate safe working habits. 3. Pass the ROP course Safety Test with 100% accuracy. 			

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
III. MCROP ESLR 3: Lifelong Learners Who:	5	2	<p>SCANS: FS-2.b FS-3.b, FS-3.d WC-3.a</p> <p>SCPS: 1, 3, 6</p> <p>AI: 1, 4, 6-7</p> <p>NCDG: SK-1a, c-e EOE-1 a-f EOE-3 a-c, f, h EOE-4 a, f-g EOE-5 c EOE-6 a, d-e EOE-9 a-d, f-h</p> <p>English/L.A.: Grades 9-10 <u>Written & Oral English Language Conventions</u> 1.1-1.4</p> <p>English/L.A.: Grades 11-12 <u>Reading Comprehension</u> 2.3</p> <p><u>Written & Oral English Language Conventions</u> 1.1-1.2</p>
<p>A. Monitor personal, educational, and career goals.</p> <ol style="list-style-type: none"> 1. Maintain a record of progress toward completion of requirements for the industry specific course Certificate of Completion. 2. Develop an individual personal, educational, and career goal plan. 3. Compare personal educational goals to the educational requirements of the industry specific career. 4. Identify education and skills required for specific jobs within the industry. <p>B. Adapt to personal learning styles and assess performance objectively.</p> <ol style="list-style-type: none"> 1. Identify personal learning styles (i.e. Gardner's M.I.). 2. Apply personal learning styles to obtain success in the classroom and/or worksite. <p>C. Are motivated toward continued personal growth.</p> <ol style="list-style-type: none"> 1. Review the importance of lifelong learning, upgrading job skills, and assessing personal plans for attainment. 2. List resources that can contribute to professional development. 			
IV. MCROP ESLR 4: Users of Technology/Resources Who:	5	5	<p>SCANS: FS-1.a-b WC-1.a-d WC-3.b WC-5.a, WC-5.c</p> <p>SCPS: 1, 3, 5, 7</p> <p>AI: 1-8</p> <p>NCDG: EOE-3 b</p> <p>English/L.A.: Grades 9-10 <u>Reading Comprehension</u> 2.4</p> <p><u>Writing Strategies</u> 1.1-1.9 G9/10-1.5, 1.8*</p> <p><u>Writing Applications</u> 2.3</p> <p><u>Written & Oral English Language Conventions</u> 1.0</p> <p>English/L.A.: Grades 11-12 <u>Writing Applications</u> 2.3</p> <p><u>Written & Oral English Language Conventions</u> 1.0</p> <p><i>* Meets Standards Identified on the California High School Exit Exam</i></p>
<p>A. Effectively select, apply, maintain, and troubleshoot Technology and resources relevant to their field.</p> <ol style="list-style-type: none"> 1. Identify appropriate methods, resources, and tools to resolve and troubleshoot technology problems to implement effective solutions. <p>B. Adapt to ever-changing technologies and resources by identifying, learning, and applying new skills to improve job performance.</p> <ol style="list-style-type: none"> 1. Identify emerging technology and trends appropriate to the industry specific course. 2. Apply new skills learned in the classroom and/or at the worksite to maintain and improve job performance. <p>C. Demonstrate the ability to identify, plan, and allocate resources.</p> <ol style="list-style-type: none"> 1. Identify, organize, plan, and allocate resources in relationship to time, money, materials, facilities, and human resources. <p>D. Demonstrate the ability to integrate technology and resources in the work environment.</p> <ol style="list-style-type: none"> 1. Utilize technology and apply resources relevant to the industry specific course. <p>E. Effectively acquire, gather, interpret, comprehend, and process relevant information.</p> <ol style="list-style-type: none"> 1. Maintain classroom assignments using a personal organization system. 2. Use electronic media, manuals, and tutorials as resources to access information.* 3. Complete a research writing sample.* 			

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

Content Area Skills:

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

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

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

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

UNIT OF INSTRUCTION	ESTIMATED HOURS		STANDARD OR FRAMEWORK
	Yr. 1	Yr. 2	
V. Leadership:	5	5	<p>English/Language Arts Grade 9-10: <u>Speaking Applications</u> 2.5-d</p> <p>Grade 9-10: <u>Listening & Speaking</u> 1.3, 1.4, 1.7, 1.9</p> <p>Grade 9-10: <u>Speaking Applications</u> 2.6-a, 2.6-b, 2.6-c</p>
<p>A. Service Learning</p> <p>1. Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community.</p> <p>B. Student Organization</p> <p>1. Actively participate in the FFA organization.</p>			

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

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

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

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

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

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

IX. COURSE HOURS:

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

X. STANDARDS REFERENCE CODE:

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

XI. LABOR MARKET INFORMATION:

LMI for local, state, and national data attached.

XII. DEMONSTRATED EFFECTIVENESS

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

Course Title	Art & History of Floral Design 2
Department	Agriculture
Course Length	Two Semesters
Credit	Elective/Pathway Capstone
Prerequisites	Art & History of Floral Design 1
Grade Level	11-12

Brief Description: The purpose of this class to provide students with advanced level skills required to achieve certification in the floral design field. Atwater High School Floral Design has partnered with 20+ local business to provide weekly arrangements to display at their business. The funds from these subscriptions will fund the class so that students are able to create arrangements on a weekly basis. Students will also create arrangement for weddings and events throughout the school year. The class will function similar to an actual floral shop, giving students tangible work experience to prepare them for job in floral design.

Major Goals and Objectives:

- Students will perfect basic floral design skills learned in Art & History of Floral Design 1
- Students will demonstrate advanced skills in floral designs
- Students will enhance skills in personal floral arrangements
- Demonstrate safe and organized work habits
- Exhibit leadership skills related to teamwork, communication, and customer service
- Demonstrate competency in the Elements and Principles of Design
- Be able to organize and complete orders for large scale events
- Work with customers to ensure arrangements meet the expectations of the customer
- Determine correct retail price for all arrangements created
- Create portfolio that shows their competency in floral design and career readiness

Course Outline:

1. Classroom Orientation
 - a. Class Rules
 - b. Grading Policy
 - c. Class Code
 - d. Team Building/Habitudes
2. FFA Leadership Development
 - a. History of the FFA
 - b. Local chapter, sectional, regional, state, and national organizations
 - c. FFA Emblem
 - d. FFA Jacket, dress code, code of ethics, motto, and mission
 - e. Basic principles of parliamentary law

3. Supervised Agricultural Experience Projects

- a. Introduction to SAE Projects
- b. Getting a project started
- c. Long term SET plans
- d. Introduction to AET record book system

4. Classroom Safety

- a. Floral shop safety standards
- b. Floral shop safety test

5. Review of Floral Identification

- a. Review of common industry flowers
- b. Review of common industry tools

6. Line

- a. Display actual and implied lines
- b. Demonstrate static and dynamic lines in a floral design
- c. Apply lines to designs
 - i. broken, cascading, connective, continuous, contorted, crescent, curvilinear, diagonal, dynamic, hanging, helical, hogarth curve, horizontal, implied, interactive, parallel, perpendicular, primary, radiating, secondary, self-completing, spiral, static, vertical, weighted, zigzag

7. Form

- a. Review basic forms: round, triangle, fan, vertical, horizontal
- b. Demonstrate crescent form
- c. Demonstrate Hogarth Curve Form
- d. Demonstrate Asymmetrical Triangle Form
- e. Demonstrate Parallel form

8. Color

- a. Apply color harmony to floral designs
 - i. Monochromatic, diadic, analogous, extended-analogous, complementary, near complementary, split complementary, analogous-complementary, double complementary, triadic, tetradic, polychromatic

9. Texture

- a. Review textures recognized by AIFD handbook
- b. Identify the textures of flowers utilized in floral designs
- c. Apply variety of textures to floral designs
 - i. Satin, waxy, rough, furry, leathery, smooth, irregular, glossy, powdery, papery, velvety, course, downy

10. Space

- a. Apply positive and negative space to floral designs

11. Balance

- a. Review visual and physical balance
- b. Apply balance to floral designs

12. Proportion/scale

- a. Apply proportion/scale to floral designs

13. Emphasis

- a. Review focal point and proper placement of focal point
- b. Apply focal point to floral designs

14. Rhythm

- a. Review rhythm and be able to identify rhythm in designs
- b. Apply rhythm to floral designs

15. Harmony

- a. Review harmony and be able to identify harmony in designs
- b. Apply harmony to floral designs

16. Advanced Floral Design Styles

- a. Create arrangements with the following advanced techniques
 - i. Pave
 - ii. Binding
 - iii. Clustering
 - iv. Banding
 - v. Hand Tying
 - vi. Framing
 - vii. Layering
 - viii. Caging
 - ix. Terracing
 - x. Zoning
 - xi. Armature Use
 - xii. Sheltering

17. Leaf Manipulation

- a. Review and practice various types of leaf manipulation
- b. Apply leaf manipulation techniques to floral design

18. Duplicate Arrangements

- a. Demonstrate ability to duplicate arrangement from pictures

19. Tropical Flowers

- a. Demonstrate care and handling of tropical flowers
- b. Utilize tropical flowers in floral designs

20. Potted Plants

- a. Identify potted plants utilized by floral industry
- b. Demonstrate how to decorate potted plants for floral shop

21. Floral Design industry

- a. Determine wholesale and retail price for all arrangements created and sold in class
- b. Wedding and event consultations
- c. Wedding and event proposals
- d. Plan order and carry out order and logistics for wedding and event flowers

22. Floral Shop Businesses

- a. Window Displays
- b. Types of floral shops
- c. Create marketing plan for a floral shop

Assessment Strategies

Each student will have a "personnel file" (attached) dedicated to them. Effort will be evaluated on all work days. A performance review meeting will take place with each student at the end of each quarter.

All arrangements will be reviewed using the attached rubric. Feedback will be given by the designer, and peer, and the teacher.

Portfolio: Each student will create and maintain their own portfolio using social media or website platforms. Portfolio will be evaluated at the end of each quarter.

Arrangements and Event Work

Arrangements will be created weekly for businesses

Students will create design options for Valentine's Day, Prom, Mother's Day, and Christmas. Customers will choose from options on website, and orders will be carried out by advanced students during class.

The Advanced Floral Design class will take on minimum of 15 weddings and events per year.

Weekly Schedule

Monday: Cover topic listed above and demonstrate how to apply to the week's arrangement

Tuesday: Process flowers

Wednesday: Create Arrangement

Thursday: Evaluate Arrangement and/or begin event work

Friday: Update Portfolio and/or complete event work

[illegible]

Name: _____

Floral Arrangement Rubric & Evaluation

Element of Design	3	2	1	Explain
Form	Form was easy to identify in the arrangement	Form was not easy to identify	There was no form recognized form present in the arrangement.	
Line	The arrangement possessed a distinct vertical line	The arrangement show attempt at a vertical line.	The arrangement did not possess a vertical line.	
Color	Combination of color is pleasing and appropriate for occasion.	Combination of color needs improvement	Poor use of color or is not suitable for occasion.	
Texture	Arrangement possessed various textures to create an eye appealing look.	Arrangement shows attempt at texture. Needs some improvement.	Little texture. Needs much improvement.	
Space	Arrangement possessed proper amount of space.	Arrangement had little space, and should be less compacted.	Arrangements possessed no space.	

Principle of Design	3	2	1	
Balance	Shows visual and actual balance. Needs little or no improvement.	Shows attempt at balance. Needs some improvement.	Not balanced. Needs much improvement.	
Scale/Proportion	Container and flowers are in good proportion. Needs no improvement.	Shows attempt at proportion. Needs some improvement.	Shows lack of proportion. Needs much improvement.	
Harmony	Component parts blend together. Needs little or no improvement.	Component parts blend together somewhat. Needs some improvement.	Component parts do not blend together.	
Rhythm	Shows good use of rhythm. Eye moves smoothly through arrangement. Needs little or no improvement.	Shows some use of rhythm but needs improvement.	Shows little or no use of rhythm. Needs much improvement.	
Accent/Focal Point	Focal Point was obvious in the arrangement	Focal Point was present, but difficult to identify.	Arrangement did not possess a focal point.	
Unity	Whole composition is a complete unit. Needs little or no improvement.	Shows use of unity but needs improvement to become a complete unit.	Complete lack of unity. Needs much improvement.	

Describe/Explain what was done correctly in the arrangement:

Describe/Explain what could have been improved or done differently:

D

Student Grading System

Using the Aeries gradebook system, all Ag teachers consistently update grades, and make visible to parents and students. Parents and students have the ability to log on at any time and check their grades from school or home. This makes it easier for the students to be aware of the assignments that they are missing and assists the parents in making sure their child is doing well in school.

E

SAE Supervision Form

The project supervision form currently used for Atwater FFA is attached. There are current examples of how the form is used for SAE projects. I supervise the Breeding and Market Goat projects. Currently, I have 22 market goat projects and 3 students with breeding goat projects going to the Merced County Fair. The following sheets are copies of SAE project supervision visits.

Attached you will find:

- *SAE project visit form*

Atwater High School • Agriculture Department
Supervision Record of Supervised Project

Name _____

Project(s) _____

Account Book: Yes No Parent Contact Yes No

Conditions found at time of visit

1. General condition of project: Poor Fair Average Above Average

2. Recommendations _____

3. Miscellaneous information _____

4. The student has attained or learned the following as a result of this project:

Parent's Signature _____ Date _____

5. Student's Signature _____ Date _____

Agricultural Instructor's Signature _____

WHITE: Student Copy YELLOW: Ag. Dept. PINK: Supt. Copy

F

Wall Chart of SAE Visits

At present, we do not have a wall chart of project visits in our department. When our students have possession of their SAE project, the supervising instructor makes regular visits and documents them individually. As a department, we would like to implement a wall chart to keep visual reminder of visits that need to be made.

G

SAE Student Summary

Students summarize their SAE projects through their SAE Plan in their record books for Atwater FFA. Students are required to complete their SAE Plan prior to starting their SAE project. These SAE Plans are either in their electronic recordbook via AET. Also a general list is kept by each teacher that shows each student has an SAE by listing name, project area, project, hours, and costs.

Attached you will find:

- *SAE Plan (Market Swine & Rabbits)*

SAE Plan - [REDACTED]

Description

I have an interest in this market hog SAE because of my involvement within my FFA chapter, my interest in working with animals, and a desire to gain knowledge & skills pertaining to livestock and the animal science industry.

My four month project is planned to start in early March and be completed by mid June.

My project has several goals that represent key areas of the project. (Goal #1) The primary goal is to ensure the health, safety, and well-being of the animal is priority #1. This priority will serve as the primary factor in all animal-related decisions. (Goal #2) A secondary goal involves learning and gaining experience within the swine management, swine showmanship, and swine industry parameters related to the project. (Goal #3) Overall, a goal is to implement business practices that result in either "breaking even" or making a small profit at the end of the project.

My FFA advisor Mr. Gossman will assist me in the decisions relative to the hog project including expenses, feed, medicine, entry fees, grooming supplies, and show equipment. My advisor will conduct regular site/project visits and assist in weighing my hog on a regular basis. My advisor will assist with the transportation of my animal to its residence and the fair.

Focal areas of project safety include personal safety, animal awareness, biosecurity, and zoonosis.

Time Investment

I usually spend at least seven hours a week with daily feeding, cleaning, and maintenance activities. I spend at least an additional two to five hours a month associated with weighing and exercising/working my hog in preparation of the fair.

The final activity associated with my project market hog involves transporting my project to the fair, participating in an official 'weigh-in", market hog show, showmanship, and the livestock auction where my project will be sold. Key dates/events include (February) preparation of facility/pen, purchase of animal, scheduled weigh day / working, (March-May) scheduled weigh day, worming, and showmanship practice, and (June) preparation for fair, transportation to fair, official weigh day, the fair market/showmanship shows, livestock auction, fair clean-up, and closing of project with check, payment of expenses, and AET project records.

I will be receiving a zero-interest, short term loan from American Ag Credit to cover all expenses associated with the project. The loan is received prior to the project start date. The funds are placed in our school account. Expenses are taken out of the account each month and the loan is paid back in full through the school account following the sale of the animal at the auction.

Financial Investment

I will be receiving a zero-interest, short term loan from American Ag Credit to cover all expenses associated with the project. The loan is received prior to the project start date. The funds are placed in our school account. Expenses are taken out of the account each month and the loan is paid back in full through the school account following the sale of the animal at the auction.

Typical expenses to support my project include the purchase of the market hog to be raised/sold, feed, insurance, veterinary medicine, show/fair supplies, grooming supplies, and an auction buyers gift.

I hope project will generate a gross income through the sale of my project during the livestock auction of \$600 - \$700 minimum.

Learning Objectives

My goals associated with this project include expanding my knowledge on the care, maintenance, and well-being associated with raising market swine. I hope to expand my knowledge and skills associated in the daily care, handling, and husbandry of swine including animal nutrition, industry standards, health, animal safety, veterinary care, animal management, record keeping, communication, marketing, exhibiting/showmanship, and representing my school, FFA program, and the swine industry with professionalism.

My experience enabled me to actively participate and experience the goals and objectives identified above.

Skill Area

Planned Activities

Results or Outcome

H

Board Approved SAE Policy

Atwater High School follows and supports this educational code. A copy of the board-approved department SAE policy was not located, although contact with administration was made. Following is a copy of the education code stating the requirement for SAE to be in place for any student in an agriculture program.

Attached you will find:

- *Educational code for SAE projects*

EDUCATION CODE

SECTION 52450-52454

52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.

(2) A student-supervised occupational experience program in agriculture.

(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

I

Program of Work

The Atwater FFA Program of Work is developed each year with information for students, administrators, and community members about our Agriculture Program. It covers the pertinent information for fair projects, program goals and Agriculture/ FFA education.

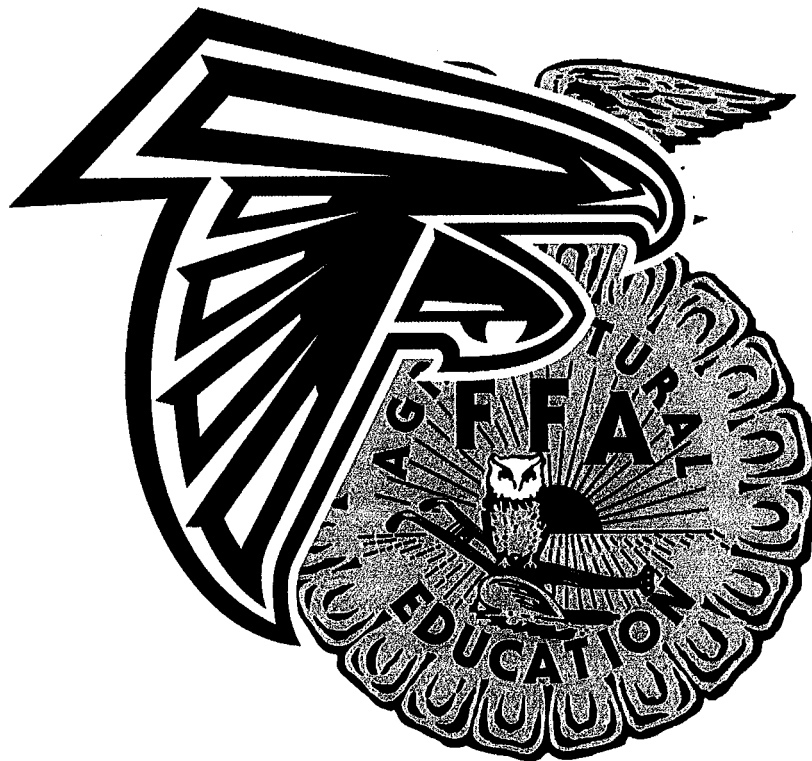
A Chapter Program of Works is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

Attached you will find:

- *2018-2019 Program of Work*

Atwater High School FFA

Atwater High School Agriculture Department



2018 - 2019

Program of Activities

Overview / Budgets

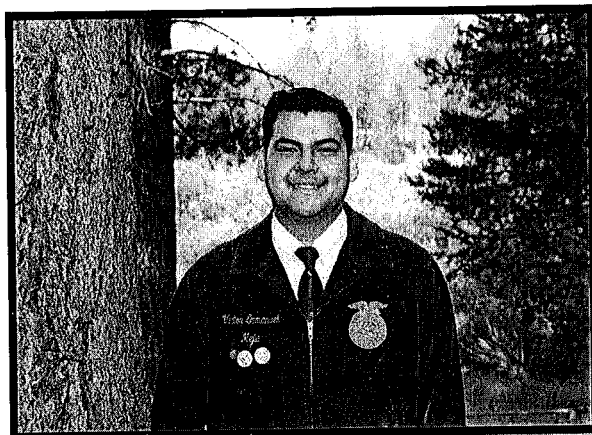
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President's Message

Dear FFA Members,

We are looking forward to another great, productive, and fun year with the Atwater High School FFA. The Atwater High School Agriculture Program has a long history of promoting students' success and character development through agricultural education, events, and activities. As we continue to exceed expectations, we can look forward to a school year full of teamwork, passion, success and, involvement. We have had the pleasure of adding many new agriculture courses, members, teams, teachers and ideas to our program this past year and will continue to enhance our program to best serve the students of Atwater High.



This year's officer team has and will continue to face the many challenges and obstacles thrown their way throughout the year, but with every challenge comes opportunity. I speak for the officer team when I say we look forward to guiding each member in every way possible, so they can have the greatest experience in FFA and in our Chapter. Our organization is comprised of 1100+ involved members, which hold the power to make a difference in our school and community while upholding the rich traditions within the FFA organization.

The Atwater High School Agriculture program is a growing, productive and nationally recognized agriculture program. This recognition is in direct correlation to student involvement, staff commitment, and our community's support.

I look forward to working each and every day with my officer team and fellow FFA members to preserve and enhance our contributions to our school and our community.

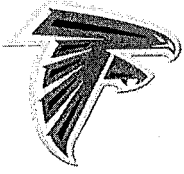
Sincerely,

[Redacted Signature]

[Redacted Signature]

2018-2019 Chapter President

Officer's Message



Left to Right:



Dear Members,

Our 2018-2019 Atwater FFA theme is, "It Starts Now"! The FFA provides us with many opportunities that expand our academic success, personal growth, leadership, skill development, career exploration and there is no better time to start than now.

The 2018-2019 Atwater FFA chapter officer team strives to serve all students within the Atwater High School agriculture program. We want each of you to start now, by taking every opportunity offered. You are all encouraged to learn, grow, and develop in agriculture education and the FFA through chapter meetings, judging teams, community service activities, fundraisers, team competitions, recreational activities, and much more! Every event we hold is bound to be enjoyable, enlightening and dynamic to all involved!

Our established goal is to ensure that all stakeholders are aware of the agriculture industry and its importance in our everyday life. There is so much to explore in the agriculture industry including; agriculture mechanics, animal anatomy, horticulture, agriculture business, biotechnology, agronomy, floriculture, vet science, and computer technology. As a chapter, we want to strive to meet our goals of getting more students involved in our activities and FFA knowledge, becoming active members of our community, and create a fun open environment. We encourage students to be a part of the many opportunities the agriculture industry and the FFA have to offer.



2018-2019 Chapter Officers

Advisor's Message



Sam Meredith, Shelby West, Kaylyn Davenport, Taylor Helton, Dave Gossman, Jose Vargas, Natalie Borba, Kim Macintosh, and Dan Flatt

Dear Chapter Members,

The Advisors of the Atwater FFA would like to welcome each and every new and old member alike to the Atwater FFA and Agriculture program for the 2018-2019 school year.

The mission of the Atwater FFA and Atwater High School Agriculture Department is to lead, assist, and motivate the members of the FFA in providing high quality agricultural education that is equitable and efficient, that prepares students for higher education, employment, and citizenship, and promotes students' intellectual, ethical and cultural growth.

We are committed to make a positive difference in the lives of young people through the variety of resources and opportunities agriculture education and the FFA have to offer. We believe we have something of academic, personal, or career value for all of our students and we encourage all of you to take advantage of the opportunities that have made the Atwater High School agriculture program one of the most productive programs in the state and nation!

We look forward to working with all of you and experience all the successes and adventures that the 2018-2019 school year has ahead!

Sincerely,

*Dan Flatt, Kaylyn Davenport, Dave Gossman, Kim Macintosh, Natalie Borba,
Taylor Helton, Shelby West, Jose Vargas and Sam Meredith*

The Atwater FFA Advisors

Chapter Goals

Our 2018-2019 FFA officer team created the following chapter goals during our annual FFA Chapter Officer Retreat held in South Lake Tahoe, CA in August 2018:

1. Develop Strong and Effective Chapter Leadership

- Develop and strengthen communication skills
- Implement/expand digital FFA scrapbook (ordering opportunities for students)
- Expand/improve web, media, social media, and marketing photos
- Increase student involvement & participation
- Increase & improve agriculture leadership curriculum & resource

2. Develop and Strengthen Agriculture Resources and Curriculum

- Implement plan/vision for various agriculture/CTE funding grants
- Proposal/approval of NEW "Turfgrass and Sports Field Management" course
- Create, implement, and build Ag Soil and Chemistry course curriculum
- Expand curriculum technology resources (ex. - digital microscopes, animal science models, etc...) – teaching/learning tools
- Explore expanding "Ag Business" pathway full time
- Implement expanded technology practices w/ new /revised Ag Earth curriculum
- Increase and expand variety of large and medium ag mechanics projects
- Implement/expand CTEIG/CRAECP funded equipment/supplies into curriculum
- Promote and implement expansion of school periods/opportunities for students

3. Expand Student Involvement and Participation

- Increase student attendance and participation at chapter meetings
- Increase SAE projects (animal, plant, and ag mech)
- Expand and strengthen FFA competition opportunities / teams
- Improve organization and planning of events/activities
- Continue to expand, revise and improve development of National Chapter Award application and develop new activities / events to enhance application/process

4. Develop Strong Recruitment & Retention Program

- Strengthen and expand middle school relationships & communication
- Maintain / improve recruitment presentations & education
- Strengthen expanded courses/pathway enrollment within new "7 period" school day
- Maintain/strengthen agriculture "foundation" (9th grade) courses
- Create new program marketing resources (example - banner displays)

5. Expand & Develop Agriculture Facilities / Resources

Agriculture Mechanics / Shops

- Replace/upgrade old power mechanics equipment
- Replace/upgrade shop electrical for new downdraft tables

Agriculture Facility

- Explore expanded usage of N (back) area of school (farm a crop)
- Purchase of a new metal shed for expanded current/future equipment

Arnold's Farm

- "Fine-tune" sheep/swine pen/facility operation equipment/layout

Fair Projects

- Purchase new/expanded fair/show equipment for expanded student SAE's

Horticulture / Floriculture

- CRAECP Grant equipment (expand growing benches, etc...)
- Implement/utilize portable fertilizer injector
- Expand variety of plant stock for sales and long term growing/stock
- Expand county fair horticulture entries
- Set-up and utilization of new floral trailer
- Expand floral business credit card payment process

Pole Barn

- Reorganize and clean pole barn area for improved operation efficiency

Poultry Facility

- Expand/strengthen turkey SAE operation/facility

Rabbit Facility

- Expand and revise current pole barn rabbit facility
- Develop and improve rabbit cleaning/maintenance operation

Science Room/Lab Equipment

- Utilize new microscopes and implement into biology curriculum

Calendar of Activities

August 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
			1 st Day of School			
19	20	21	22	23	24	25
			FFA Greenhand Conference	FFA Jacket Orders Begin	FFA Football BBQ's (West) FFA BBQ #1 Ticket Sales	FFA Sectional Leadership Conference
26	27	28	29	30	31	
	FFA Placement Ad Sales Begin		AHS Back to School Night FFA Ice Cream Social		FFA Football BBQ's (Davenport)	

September 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
	School Holiday- No School				Take Out BBQ #1 Ticket Sales END	
9	10	11	12	13	14	15
	FFA Placement Ad Sales END	FFA COLC MMS CATA Meeting		Take Out BBQ #1	ABC Morning Rally	
16	17	18	19	20	21	22
		FFA Castle Air 'Museum' Meeting		Madera FFA Cotton Contest	FFA Football Game BBQ (Vargas)	
23 / 30	24	25	26	27	28	29
	State FFA Exec, Advisory, and Adult Brd Mtg	FFA National Delegate Training				

Calendar of Activities

October 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01	02	03	04	05	06
	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Fall Fest VII
07	08	09	10	11	12	13
			El Cap FFA Opening/closing Ceremonies Practice/Conte		FFA Fall Plant Sale 8:00am-4:00pm	FFA Corcoran Cotton Contest FFA Fall Plant Sale
14	15	16	17	18	19	20
	FFA Sate Conference Applications Released	FFA ALA/MFE Applications Released	Opening/Closing Ceremonies -Gustine	Atwater FFA Beautification Day	End Of 1 st Quarter FFA Football Game BBQ	FFA MJC Cotton Contest
21	22	23	24	25	26	27
	FFA National Convention	FFA 'Corn Maze' Meeting FFA National Convention	FFA National Convention	FFA National Convention	FFA ALA/MFE Applications DUE FFA National	FFA National Convention
28	29	30	31			
	Greenhand Officer Applications Available					

November 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				01	02	03
04	05	06	07	08	09	10
			New Professional Institute	New Professional Institute Sectional Cata	Greenhand Officer Applications DUE	
11	12	13	14	15	16	17
	School Holiday- No school	Greenhand Officer- Interviews Local FFA	Greenhand / Chapter Degree Ceremony Mtg @ Atwater High		Central Region CATA Road Show	Central Region CATA Mtg
18	19	20	21	22	23	24
	Thanksgiving Recess- No school	Thanksgiving Recess- No School	Thanksgiving Recess- No School	Thanksgiving Recess- No School	Thanksgiving Recess- No School	
25	26	27	28	29	30	
	NAAE Convention Take Out BBQ #2 Ticket Sales	NAAE Convention	NAAE Convention	MM FFA Project Competition day	NAAE Convention	

Calendar of Activities

December 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						01
						FFA Mariposa Creed/Impromptu Contest NAAE
02	03	04	05	06	07	08
		FFA Dairy Heifer Project Parent/student MGT 6:00pm-		Advanced Leadership Institute	Advanced Leadership Institute AHS' Miricals	
09	10	11	12	13	14	15
				FFA BBQ Takeout #2		FFA Stockton Heat Hockey Game
16	17	18	19	20	21	22
	FFA "Morning Wave" meeting		End of 1 st semester	Muhsd Non Instructional Day No school sudens	Winter Recess - > No school	Winter Recess - > No school
23/30	24/31	25	26	27	28	29
Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school

January 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		01	02	03	04	05
		Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	
06	07	08	09	10	11	12
	2 ND Semester starts			Student Teacher conclave	Student Teacher conclave	
13	14	15	16	17	18	19
		Merced/Mariposa FFA Manuscripts Due	FFA "Movie Night" Mtg			
20	21	22	23	24	25	26
	School Holiday -> No School	FFA Parent/Student Merced Fair Exhibitor Mtg				FFA "Super Saturday" Speaking Contest
27	28	29	30	31		
	Merced Fair Application/ Deposit Week	Merced Fair Application/ Deposit Week	Merced Fair Application/ Deposit Week	Merced Fair Application/ Deposit Week		

Calendar of Activities

February 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					01	02
					Merced Fair Application/ Deposit Week	Arbuckle FFA Field Day MJC Parli Pro Invitational
03	04	05	06	07	08	09
	Mentoring/Sup ervising Teacher Conclave 8am-	Mentoring/Sup ervising Teacher Conclave	Merced/Marip osa Project Competition Banquet		FFA MFE/ALA Conference FFA Regional Officer	Chico State Parli Pro Invitational FFA MFE/ALA
10	11	12	13	14	15	16
	Regional Proficiency Scoring			FFA World Ag Expo Trip at Tulare Fair Show	FFA Take out BBQ #3 Ticket Sales Begin	Atwater Parli Pro Invitational
17	18	19	20	21	22	23
	Winter Recess - > No School	National FFA Week Winter Recess- > No School	National FFA Week Winter Recess- > No School	National FFA Week Winter Recess- > No School	National FFA Week Winter Recess- > No School	Atwater Ag Booster Dinner CATA Regional Mtg
24	25	26	27	28		
	Regional FFA Speaking Manuscripts DUE Regional	Regional State Proficiency Scoring – Galt	FFA Sectional Basketball Tournament Regional State			

March 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					01	02
					UC Davis Parli Pro	UC Davis FFA Field Day UC Davis Parli Pro
03	04	05	06	07	08	09
	Merced/ Mariposa Sectional Parli Pro Finals	FFA Sacramento Leadership Experience FFA State Officer	FFA Sacramento Leadership Experience	FFA Sacramento Leadership Experience	FFA Sacramento Leadership Experience FFA Take Out	Chico State FFA Field Day
10	11	12	13	14	15	16
	FFA" Bowling Tournament" Mtg			FFA Take out #3 8am – 9am	End of 3 rd Quarter Regional Speaking	Merced Collage FFA Field Day
17	18	19	20	21	22	23
			FFA Sate Degree Ceremony		Regional FFA Parli Pro Finals	MJC FFA Field Day
24/31	25	26	27	28	29	30

Calendar of Activities

April 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01	02	03	04	05	06 CRC FFA Field Day Reedley Collage FFA
07	08	09 M/M CATA Mtg M/M Sectional Mtg	10	11	12	13 Fresno State FFA Field Day
14	15	16	17	18	19	20
21	22 Spring Recess- No School	23 Spring Recess- No School	24 Spring Recess- No School Sate FFA	25 FFA State Convention- Disneyland	26 Spring Recess- No School State FFA Parli	27 FFA State Convention
28 FFA Sate Convention	29	30				

May 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			01	02 Cal Poly State Finals Trip	03 Cal Poly State Finals Trip	04 Cal Poly FFA State Finals
05	06	07	08	09	10 BBQ Ticket Sales END FFA Plant Sale	11 FFA Spring Plant Sale
12	13	14	15	16 FFA Take- Out BBQ #4	17	18
19	20	21 FFA Chapter Awards MTG	22	23 FFA Judging Team Awards	24	25
26	27 School Holiday- No School	28	29	30	31	

Calendar of Activities

June 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						01
02 Merced County Fair	03 Merced County Fair	04 Merced County Fair	05 Merced County Fair	06 Merced County Fair	07 Merced County Fair	08 Merced County Fair
09 Merced County Fair	10	11 Merced Fair Student Check Pick Up/AET Record Book 8:00am	12	13 FFA "Point Awards" Trip	14	15
16	17	18	19	20	21	22
23/30 CATA Summer Conference	24 CATA summer Conference	25 CATA Summer Conference	26 CATA Summer Conference	27 CATA Summer Conference	28	29

July 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FFA and Agricultural Education

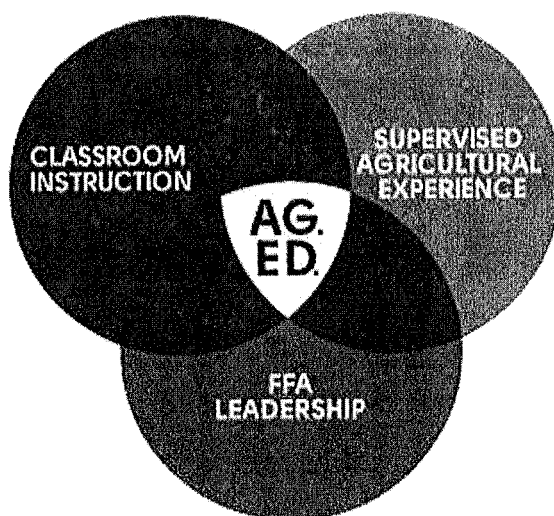
When you put on an FFA jacket, you become part of a total agriculture education program that will connect you to exciting careers in the science, business and technology of agriculture. FFA is only one of three essential components of this system, all of which work together to provide you with the personal,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

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

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

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

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

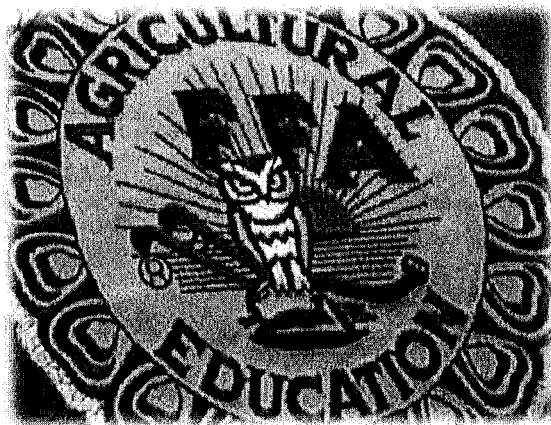


FFA Mission and Strategies

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

To accomplish this mission, FFA:

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



FFA Emblem

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



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

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

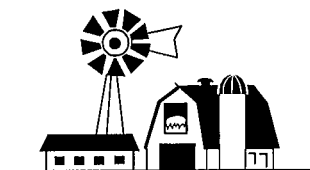
The plow is a symbol of labor and tillage of the soil.

The owl represents knowledge and wisdom.

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

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

FFA Creed



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

The FFA Creed

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

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

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

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

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



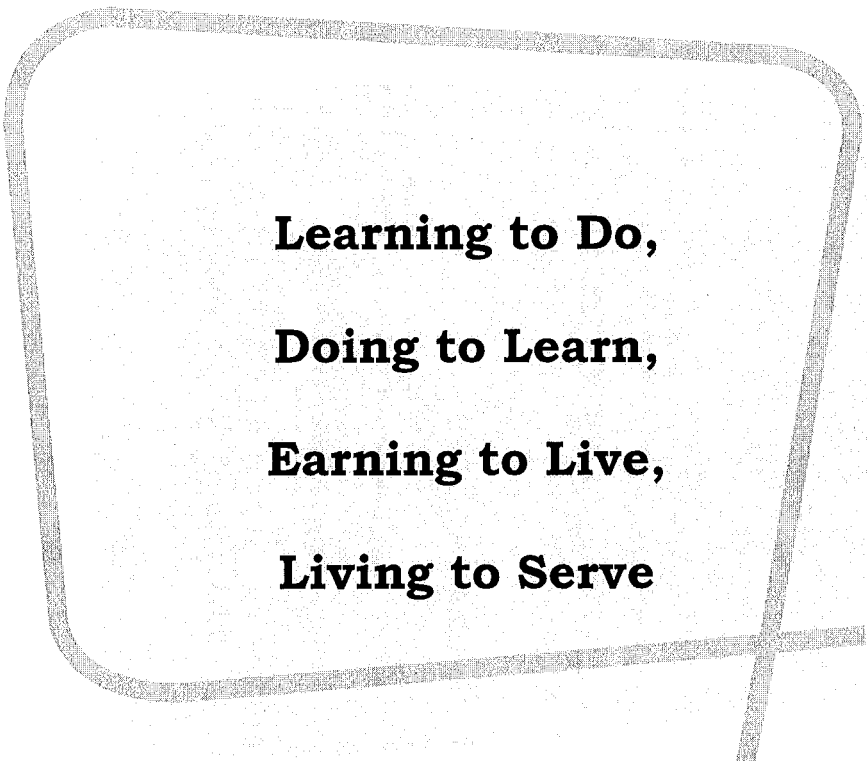
FFA Colors and Motto

Colors

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

Motto

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



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

FFA Official Dress

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

Proper Use of the FFA Jacket

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

Official FFA Dress

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

FFA Code of Ethics

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

The FFA Code of Ethics

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

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

What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It's an exciting opportunity to prove your abilities to future employers – and to yourself.

Atwater FFA SAE Program

- ❖ The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.
- ❖ The Chapter will encourage members to compete at shows with their SAE.
 - All Chapter members are expected to work as a team at all fairs and shows
 - The Chapter will conduct an Exhibitors / Parent evening to inform parents and members of a member's responsibilities.
 - The Chapter will require parents of all first time exhibitors to attend a meeting conducted by the Chapter Advisors. This meeting will serve as an informal session to allow parents / exhibitors to become aware of the expectations and responsibilities placed on the Chapter exhibitor.
 - All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.
 - Members exhibiting at fairs must maintain academic requirements set forth by Atwater High School and the Atwater Agriculture Program and FFA. In order to participate in any activity beyond the chapter level, an individual must maintain at least a 2.0 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.

S.A.E.

- Additional eligibility rule – Students will be given one chance for scholastic ineligibility for showing at fairs. If a student becomes ineligible to show at a fair that they had planned to show, the student will receive a warning. If the same student should become ineligible again to show at a fair that they had planned to show at, the student will no longer be eligible to show with Atwater FFA.
- Members are encouraged to apply for local, regional and state proficiency awards.
- Members are encouraged to apply for advanced degrees (i.e. State FFA Degree)
- Members are encouraged to compete in the Local and Sectional Project Competition.
- Members are required to follow project Advisor's recommendations concerning their SAE.
- Members are encouraged to strive to improve and develop their SAE each year.
 - ◆ Encourage members to develop skills within their SAE through participation and appropriate judging teams.
 - ◆ Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.
- ❖ Members are encouraged to provide support and help their fellow Chapter members.



Cooperation

The Atwater FFA chapter will develop a sense of cooperation among the entire membership.

- The Atwater Chapter will cooperate with other FFA chapters.
 - ◆ Participation in Sectional, Regional, and State activities.
 - ◆ Hosting Sectional activities as needed.
 - ◆ Serving the awards banquet for Livingston FFA
- The Chapter will cooperate with Atwater High School.
 - ◆ BBQ during home AHS football games and AHS BBQ functions.
 - ◆ Participation in school functions and events
 - ◆ Chapter representation during school sponsored activities and functions
 - ◆ Cooperation and support with other AHS youth organizations
- The Chapter will participate in community cooperation.
 - ◆ Participating and working with Merced County Office of Education's ROP program and awards ceremony.
 - ◆ Participating and cooperating with local elementary schools in various agriculture projects (example: school gardens)
 - ◆ Providing local middle schools with an informative recruitment presentation.
 - ◆ Participation in a local city beautification project(s).
 - ◆ Participation in Merced County and the American Cancer Society's Relay for Life
- Members exhibiting at fairs and shows will cooperate together and compete as a team.

Community Service

The primary objective towards community service is for FFA members to establish an attitude of service towards the community in which they live.

The Atwater FFA will develop a sense of community service among the entire membership.

- Our chapter will conduct food and toy drives during the Thanksgiving and Christmas holidays to help those in need.
- We will assist with community projects and activities when called upon by the Chamber of Commerce.
- We will participate in the Atwater Beautification Day.
- We will take advantage of opportunities to form partnerships with community organizations in working with agricultural education and agricultural projects.
- Our chapter continues to strive towards participating in various community outreach programs



Leadership

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

Public Speaking

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

Committees

- Every member on at least one committee or involved in some kind of activity. The objective of each committee and committee chair(s) is to plan, prepare, organize, and implement each activity/event.
 - Annual FFA Awards Banquet – Overall
 - Annual FFA Awards Banquet – Awards
 - Annual FFA Awards Banquet – Decorations
 - Annual FFA Awards Banquet – Food
 - Annual FFA Awards Banquet – Music
 - Annual FFA Awards Banquet – Script / Program
 - Annual FFA Awards Banquet – Tickets
 - Annual FFA Awards Banquet – Video / Flyers
 - Atwater Beautification
 - Canned Food Drive
 - Drive-thru BBQ's (4)
 - FFA "Basketball" or "Hockey" Trip
 - FFA Homecoming Float
 - FFA Jackets (Ordering / Organization)
 - FFA "Bowling" Meeting
 - FFA "Burrito Bingo" Meeting
 - FFA "Morning Wave" Meeting
 - FFA "Movie Night" Meeting
 - FFA "Point Awards" – Tabulations/Recording
 - FFA "Pool Party" Meeting
 - FFA State Officer Visits
 - Floral Christmas Arrangements
 - Greenhand / Chapter Degree Ceremony
 - Greenhand Workshops

- Local Creed, Prepared, Job Interview, etc... Contest(s)
 - National FFA Week (Overall)
 - National FFA Week – Ag Olympics
 - National FFA Week – Basketball Tournament
 - National FFA Week – Dress-Up Days
 - National FFA Week – “Kiss-the-Calf”
 - Program Medical Forms / R2 Forms
 - Placemat Ad Sales
 - Video Communications / Editing
- Select Chapter members as Chairpersons for Committees

Degrees and Awards

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

Officer / Leadership Training

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

Meetings

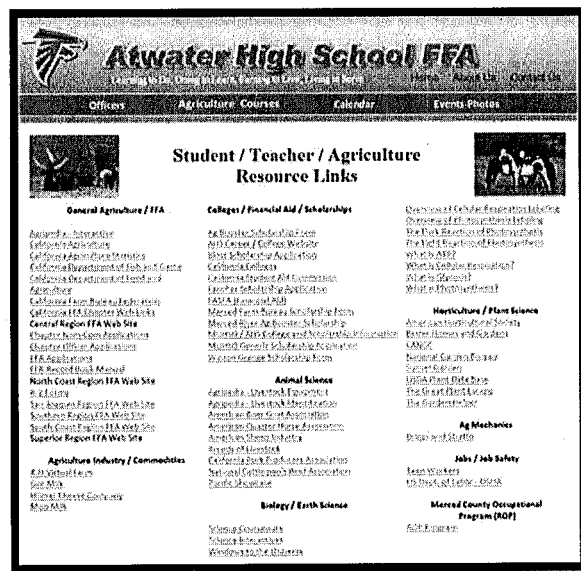
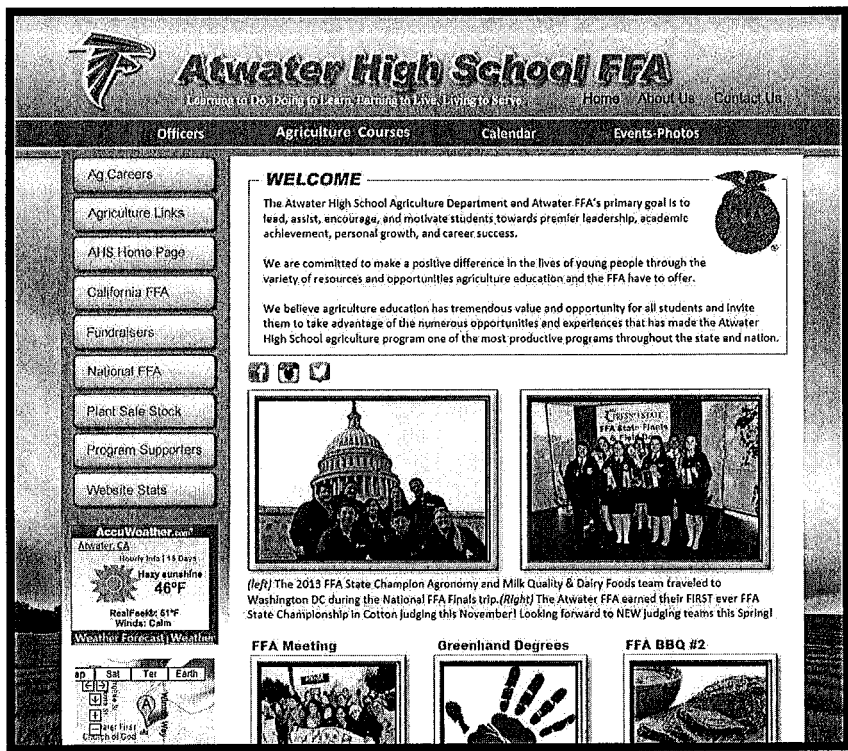
- Conduct meetings in an orderly fashion by utilizing Parliamentary Procedures
- Have regularly scheduled Chapter Officer and Chapter Meetings
- Encourage every member to attend and participate at all meetings
- Send delegates to all Sectional, Regional, State, and National Meetings

Offices

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



Webpage, Links, and Applications



Webpage

www.AtwaterFFA.org is the official Atwater FFA and Atwater High School Agriculture Department's webpage. All information pertaining to national, state, and chapter FFA information, Atwater High School Agriculture Department information, agriculture staff, agriculture student, agriculture industry, and yearly calendar of events/activities can be obtained and/or accessed through the Atwater FFA webpage.

Applications

All yearly applications pertaining to Atwater FFA (example – chapter officer, scholarships, etc...) and/or links to state/national FFA applications can be accessed through the Atwater FFA webpage.

Agriculture FFA / Agriculture Links

Information and communication links to all FFA, agriculture, and industry can be accessed through the Atwater FFA webpage.

Social Media

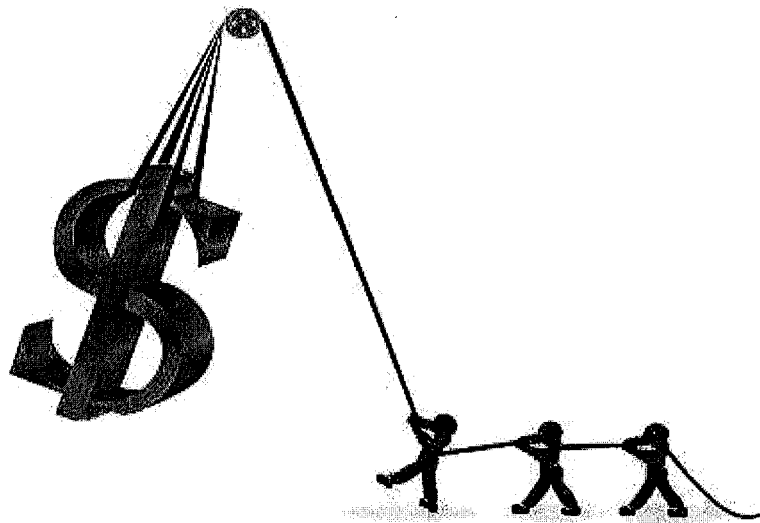
The Atwater FFA and agriculture program has various social media sites that include Facebook, Twitter, etc...

Earnings and Savings

As a self-supporting, non-profit organization, the earnings and savings aspect of our chapter is very important towards the success and productivity of our **2018-2019** school year.

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

- Atwater Ag Booster Dinner
- Atwater FFA "Fall Fest" Dinner / Auction
- Atwater FFA Plant Sales (2)
- AHS Ag Mechanics Wood/Metal Project Sales
- BBQ Take-Out Dinners (4)
- Floral Project(s), Weddings/Event(s) Sales
- Milk Vending Machine
- Placemat Ad Fundraiser
- Save Mart S.H.A.R.E.S. Program



Conduct of Meetings

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

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

Special Meetings Should be Held as Necessary

- A special 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.

Scholastic Achievement and Scholarships

The chapter will encourage students to strive for academic excellence.

1. Improve scholarship of FFA members in all academic subjects

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

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

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

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

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

4. Scholastic Awards

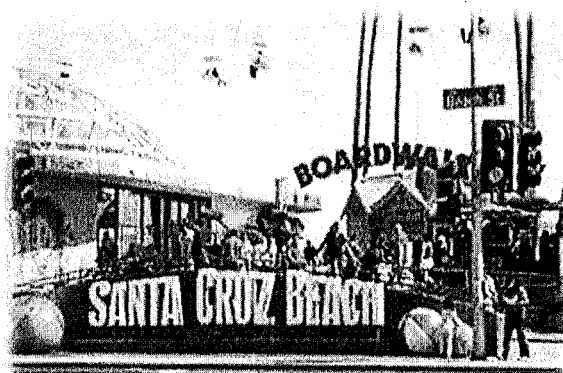
- A. Award trophies to the Agriculture students in each grade level with the highest GPA.

Recreation

The purpose of recreation is to create an opportunity for FFA members to participate in recreational activities and develop one's social and team building skills. It's also an opportunity to have some fun!

Here's a list of recreational activities scheduled for the **2018 – 2019** school year:

August	South Lake Tahoe, CA Leadership Training / Recreation
September	"Aircraft Museum" – Castle Air Base
October	"Corn Maze" – Lathrop, CA
December	Stockton Heat Hockey Trip
January	Movie Night
March	Bowling Night
April	"Burrito Bingo"
June	TBD (Point Award Trip)



Public Relations

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

Media

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

FFA Week

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

Various FFA Events and Activities

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

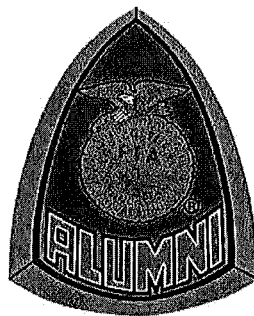
Atwater High School

- Regular communication sessions with AHS administration and counselors
- Assist and support various school activities

Alumni Relations

The Chapter will encourage graduating seniors to keep membership affiliation for the following year.

- As graduate members, the chapter will encourage these members to:
 - Exhibit at fairs until eligibility membership expires
 - Apply for advanced degrees such as the American FFA Degree
 - Apply for proficiency awards in their SAE area
 - Continue an active role in participation in local activities
 - Attend all chapter meetings
- The Chapter will utilize the expertise of alumni members when needed by the Chapter.
 - To help coach judging teams
 - To serve as judges of local FFA contests
 - To assist in money raising activities such as ad sales, BBQ's, etc.
 - Provide facilities for SAE projects



Fairs and Official Show Uniforms

Official Show Uniform

The official Show Uniform for FFA members consists of:

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

Fairs

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

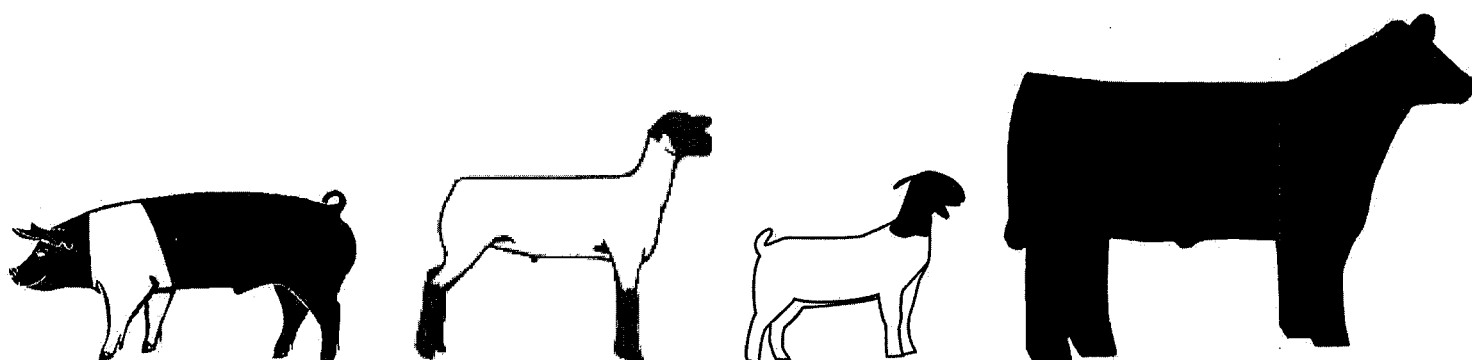
The Fairs that are attended are:

- (Summer) Merced County Fair
- (Summer) California State Fair



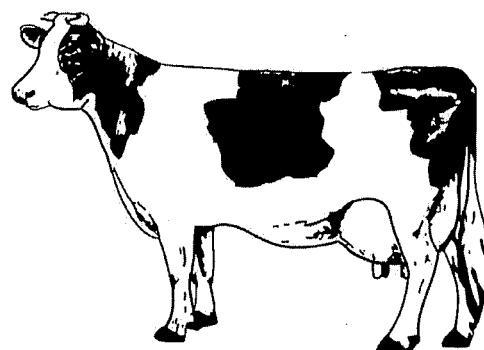
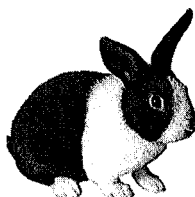
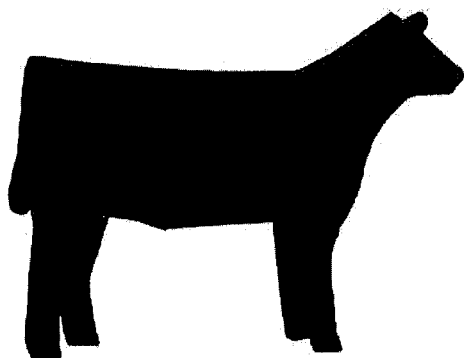
Merced County Fair SAE Budgets

	Market Hog	Market Lamb	Market Goat	Market Steer
<u>Expenses</u>				
Purchase of animal	300	325	200	800
Livestock Insurance	15	15	10	50
Veterinary Supplies	15	10	5	20
Fair Bedding	15	15	15	20
Feed	250	125	150	640
Show Supplies	50	20	20	30
<u>Income</u>				
Sale of hog (230lbs @ \$3/lb)	690			
Sale of lamb (130 lbs @ \$3/lb)		520		
Sale of goat (100 lbs @ \$4.00/lb)			400	
Sale of steer (1200 lbs @ \$1.30 /lb)				1560
Total Estimated Receipts	690	520	400	1560
Total Estimated Expenses	645	510	400	1560
Estimated Net Profit	45	10	0	0



Merced County Fair SAE Budgets

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



Point Awards System

The Point Award System was developed in order to recognize and award those members who are most active in various FFA activities throughout the year. The top individuals will receive an award and recognition at our awards banquet in May. The members were invited to participate in a Point Award trip sponsored by the Atwater FFA. In 2018, the Point Award members went to Alcatraz in San Francisco.



2017 – 2018 Point Award Winners



The Point Award System is an evaluation resource used by the Advisors towards selecting each year's Star Chapter Greenhand and Star Chapter Farmer award recipient.

Point Awards System

Atwater FFA Point Awards List

I. FFA Leadership / Community Service / Work Day Activities

A	Ag Dept. Work Day	_____	20
B	Chairman		
	1. Over-all Chairman (Upon Completion Of Report)	_____	20
C	Chapter FFA Degree (Year Received)	_____	15
D	Community Service Work	_____	5/Hour
E	Greenhand Degree (Year Received)	_____	30
F	Homecoming Float	_____	15 / day
G	Meetings		
	1. Attendance At Each Chapter Meeting	_____	25
	2. 100% Attendance At Chapter Meetings	_____	50
	3. Representing The Chapter At Sectional Meetings	_____	15
	4. Representing The Chapter At Regional Meetings	_____	20
	5. Representing The Chapter At State Meetings	_____	25 / day
	6. Representing The Chapter At National Meetings	_____	50 / day
H	Officers	_____	30
	1. Chapter Officer	_____	100
	2. Sectional Officer	_____	65
	3. Regional Officer	_____	75
	4. Student Body Officer	_____	35
	5. Class Or Club Officer	_____	25
I	Own Official FFA Jacket	_____	25
J	Star Chapter Farmer	_____	60
K	Star Greenhand	_____	50
L	Star Regional Farmer	_____	100
M	Star Sectional Farmer	_____	50
N	Star State Farmer	_____	75
O	State FFA Degree (Application Submitted)	_____	100
P	State FFA Degree (Year Awarded)	_____	
Q	Wear FFA Jacket Or Apparel To School On Designated Day	_____	10

II. Fundraisers

A	AHS Football Game BBQ Crew	_____	20 / game
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B	FFA Plant Sale	_____	25
C	Placement Ad Sales	_____	20 / Ad
D	Take-Out BBQ Tickets	_____	10 / ticket

II Supervised Occupational Experience Program (SAE)

A	Agriculture Mechanics Project(s)	_____	25
B	Beef / Dairy Cattle Fair Project	_____	125
C	Landscape Project at Merced / Madera County Fair	_____	50
D	Large Ag Mech Project(s) – Instructor's Approval	_____	75
E	Plant / Horticulture Project(s)	_____	25
F	Swine / Goat / Sheep Fair Project	_____	75
G	Project Competition		
	1. Local Competitions	_____	50
	2. Sectional Competition		
	a. Gold Award Winner	_____	100
	b. Silver Award Winner	_____	50
H	Exhibition At Fairs And Shows		
	1. Animal Projects		
	a. Class Winner (1 st or 2 nd)	_____	10
	b. Breed Champion	_____	15
	c. Overall Champion (Grand or Reserve)	_____	25
	2. Agriculture Mechanics / Horticulture Projects		
	a. Outstanding Project	_____	25
	4. Showmanship		
	a. Top 10 Showmanship	_____	15
	b. Showmanship Champion	_____	25
	c. Round Robin Winner	_____	50

III Scholarship (Based On Semester Grade Only)

A	3.5 – 4.0+ Overall School Year GPA (all AHS classes)	_____	50
B	3.0 – 3.49 Overall School Year GPA (all AHS classes)	_____	25
C	2.5 – 2.99 Overall School Year GPA (all AHS classes)	_____	10

IV Judging Teams

A	Participation (Official FFA Contest)	_____	20
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Individual Placing		
1. Top 5 Overall	_____	20
2. Top 10 Overall	_____	10
Team Placing		
1. Top 5 Overall	_____	20
2. Top 10 Overall	_____	10

(Double All Of The Judging Team Point For State Finals)

The Coach Of Each Individual Team Will Award Each Time Member That He Feels Is Deserving A One Time Award Of 150 Point At The End Of The Year.

V Best Informed Greenhand, Co-Op Quiz, Public Speaking, Parliamentary Procedure, Creed And Opening And Closing Ceremonies Contest

A	Chapter Competition	_____	20
B	Sectional Competition	_____	25
C	Regional Competition	_____	30
D	State Competition	_____	50

VI National Competitions (Participation)

A	Judging Teams	_____	200
B	Parliamentary Procedures	_____	200

VII Proficiency Awards

A	Local	_____	25
B	Submitting Regional Application	_____	35
C	Region State	_____	50
D	Nation	_____	75
E	Final Four	_____	150

Chapter Constitution

Constitution of the Atwater FFA Chapter

Revised November 22, 2013

Article I: Names and Purposes

- Section A. The name of this organization shall be the Atwater Chapter FFA (Future Farmers of America) #CA0344
- Section B. The Purposes for which this Chapter is formed are as follows:
1. To improve agriculture conditions and practices in and about Merced County
 2. To develop agricultural skills or prepare for leadership, cooperative attitudes and rural responsibility, in individuals preparing to enter an agricultural occupation.
 3. To advance the cause of agriculture education and to encourage the FFA.
 4. FFA makes a positive difference in the lives of students by developing their potential for: premier leadership, personal growth and career success through agriculture education.

Article II: Organization

- Section A. The Chapter of the Future Farmers of America is a chartered local entity of the Merced-Mariposa Section of the California Association, made up of local members.

Article III: Membership Organization

- Section A. Membership in this organization shall be active and honorary.
- Section B. Membership is limited to students enrolled in Agriculture education at Atwater High School.
- Section C. Membership of graduates is limited to students that were active members their Senior year and graduated from high school.
- Section D. The Atwater FFA is a 100% affiliation Chapter with every student becoming a member of the FFA when they enroll in an agriculture class.
- Section E. No students may participate in any FFA activities unless they are members in good standing.
- Section F. The FFA Advisors at their own discretion have the right to dismiss any member from the Atwater FFA organization at any time.
- Section G. Active work in this chapter shall be carried on by active members.

- Section H. Award recipients must attend Chapter awards banquet to receive any awards.
- Section I. All members exhibiting livestock at fairs and shows must attend the fair awards ceremony with official uniform; jacket only.
- Section J. High School members exhibiting at fairs and shows must attend regular chapter meetings to be eligible to show. All graduates are strongly encouraged to attend agricultural related meetings or activities.

Article IV: Officers

- Section A. The chapter officers for the Atwater FFA shall be President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and Historian.
- Section B. All elective chapter officers shall hold office for one year after election or until successors are selected as described in Article IV, Section G.
- Section C. Application for chapter office shall be available two weeks prior to selection of officers via the Nominating Committee . All applications will be screened by the nominating committee.
- Section D. Members holding the FFA Greenhand Degree, or higher, are eligible to hold office.
- Section E. All officers must be enrolled in the Agriculture Leadership class that meets daily during the term of their office.
- Section F. Officers who cannot fulfill their duties or who are impeached will be replaced by the first alternate selected by the Nominating Committee.
- Section G. No officer may be impeached without due process as defined in Article VII.
- Section H. The Nominating Committee shall select the chapter officers.
- Section I. The Nominating Committee shall be composed of two student representatives from the 9th grade, 10th grade, 11th grade, 12th grade, the retiring 12th grade FFA chapter president, and advisors. Nominating Committee members are not eligible to run for chapter office. In the event the current FFA chapter president is not in the 12th grade, their spot on the Nominating Committee will remain vacant. The Nominating Committee will review officer applications, conduct interviews of prospective candidates, and select each chapter officer via a unanimous vote within the Nominating Committee.
- Section J. The time for Nominating Committee selection shall be set by the FFA Officer Team, and the Advisors.

- Section K. All FFA chapter officers who fall below a 3.0 grade average in the Agriculture class(es), or become academically ineligible, will be put on probation for six week period. If by the end of the next six week period, the grade average has not improved to a 3.0 or above, or does not become academically eligible, they will be replace by the manner described in Article IV, Section G.
- Section L. All newly elected officers are required to attend the Chapter Officer Leadership Retreat to be held the summer prior to the school year that they service as an officer as well as the fall Chapter Officer Leadership Conference (COLC). Officers which do not attend the conference, except for reasons beyond their control, i.e. sever illness, death in the family, will be replace in the manner described in Article IV, Section G.
- Section M. Greenhand Officer Team for the Atwater FFA are allowed to consist of a team of 6, 7 (6 + Historian), or 8 (6 + Historian and Parliamentarian), depending on the yearly candidacy. The Greenhand Officer candidates will go through a nominating screening process. The nominating committee will consist of the FFA Officers and Chapter Advisor. All applications for Greenhand office shall be available two weeks prior to selection of Ggreenhand officers via the Nominating Committee. All applications will be screened by the nominating committee. All Greenhand officers must be enrolled in the Agriculture Leadership class that meets daily during the term of their office.

Article V: Duties of Officers

- Section A. The duties and responsibilities of Chapter Officer shall be:
1. Attend all Chapter and Chapter Officer meetings.
 2. Attend Chapter and Regional Officer Leadership Training Conference
 3. Cooperate with advisors on all activities.
 4. Be able to lead by example. Act and perform in a manner which is becoming of an FFA Chapter officer at all times.
 5. Be willing to memorize their parts as prescribed in the Official FFA Manual for all official ceremonies.
 6. Have a genuine interest in being part of a leadership TEAM.
 7. Be familiar with the Chapter constitution and bylaws.
 8. Be willing to accept responsibility.
 9. Be familiar with parliamentary procedure.
- Section B. The duties and responsibilities of the President shall be:

1. Preside over and conduct meetings according to accepted parliamentary procedure.
2. Call special meetings if needed.
3. Keep members on the subject and within time limits.
4. Appoint committees and serve as a non-voting member of them.
5. Call other offices to the chair as necessary or desirable.
6. Represent the Chapter and speak on occasions.
7. Coordinate Chapter efforts by keeping in close touch with the other Officers and members, and the advisors.
8. Follow up Chapter activities and check on progress being made.
9. Keep Chapter activities moving in a satisfactory manner.
10. Prepare agenda for Executive and Chapter meetings with the secretary.
11. Coordinate the activities of the Chapter and keep in touch with the progress of activities.

Section C. The duties of and responsibilities of the Vice-President shall be:

1. Assist the president.
2. Preside at meetings in absence of the president.
3. Be prepared to assume duties and responsibilities of the president.
4. In charge of insuring that all committee work of the Chapter is completed satisfactorily.
5. Responsible for the invocation at the Greenhand/Chapter Farmer awards ceremony, annual awards banquet and at other times when needed.

Section D. Duties and responsibilities of the Secretary shall be:

1. Prepare and read the minutes of the past meetings.
2. Have available for the President the list of business for each meeting.
3. Attend to office correspondence of the Chapter.
4. Prepare Chapter reports.
5. Keep the permanent records of the Chapter in the agriculture office.
6. Cooperate with the treasurer in keeping an accurate membership roster.
7. Call meetings to order in the absent of a presiding officer.
8. Read communication at meetings.
9. Have on hand for each meeting the following:
 - a. Secretary's book and minutes of previous meeting.
 - b. Lists of committee and committee reports.

- c. Copy of the Program of Activities.
 - d. The Official FFA Manual.
 - e. Copies of the Chapter Constitution and Bylaws.
10. Prepare, post and distribute motions.
 11. Work with the Chapter advisor to ensure the Chapter's Point Award system is current and up to date

Section E. Duties and Responsibilities of the Reporter shall be:

1. Gather and classify Chapter news.
2. Prepare news notes and articles for publication or broadcast.
3. Send news notes to the state reporter and to the FFA New Horizons.
4. Arrange for FFA participation in local radio and/or TV Programs.
5. Work with the Chapter advisor to ensure the Chapter website is maintained and current.
6. Ensure all news releases and articles are approved by the Chapter Advisors prior to being released.
7. Maintain the Chapter camera equipment and make certain it is available for use at each and every FFA activity during the year.
8. Ensure photographs and/or video is taken at all Chapter events/activities throughout the year and properly saved/cataloged.

Section F. Duties and responsibilities of the Treasurer shall be:

1. Receive and act as custodian of Chapter funds.
2. Assist in preparing an annual budget of estimated receipts and expenditures.
3. Keep the financial records of the Chapter.
4. Devise appropriate ways and means of financing chapter activities.
5. Organize and implement Chapter funds as authorized by the student body.
6. Prepare financial statements and reports as needed.
7. Encourage systematic saving—individual and Chapter thrift.
8. Build up chapter's financial standing.

Section G. Duties and responsibilities of a Sentinel shall be:

1. Set-up the meeting room and care for chapter paraphernalia and equipment.
2. Attend to the door during meetings and welcome visitors.
3. See that the meeting room is kept comfortable.

4. Take charge of candidates for degree ceremonies.
5. Assist with entertainment features and refreshments.
6. Keep an accurate roll of those present at Chapter meetings.
7. Make arrangements with the custodial staff for microphones and audio equipment prior to their need.

Section H. Duties and responsibilities of the Historian shall be:

1. Keep and maintain the Chapter scrapbook.
2. Assist the reporter in maintaining the Chapter camera equipment and make certain it is available for use at each and every FFA activity during the year.
3. Assist the reporter in ensuring photographs and/or video is taken at all Chapter events/activities throughout the year and properly saved/cataloged.

Article VI: Impeachment

Section A. Immediate Impeachment

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps of Impeachment

Step 1. Any FFA Chapter officer not fulfilling the duties as described by this constitution will be required to meet with fellow officers and two Advisors to discuss a plan for improvement.

Step 2. A written plan of improvement will be drawn by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice-President, and by the Officer in question.

Step 3. If the Officer in question still does not fulfill his/her duties, then a 2/3 vote of the Chapter officers and advisors will remove that Officer from office.

Article VII: Committees

Section A. A member may serve on not more than two committees at any one time and may only one committee if he/she is a chairperson of that committee.

Section B. The committee chairperson is responsible to call committee meetings and to see that all work that committee is assigned is performed.

Section C. That committee chairperson shall cooperate with the Chapter advisors and Chapter officers on all committee work.

Section D. That committee chairperson's report to the Chapter in writing will be the

result of all work performed by his/her committee including financial implications for the Chapter.

- Section E. No person having been chairperson on any committee shall be eligible to work on another committee until the written report is made by the committee.

Article XIII: Meetings

- Section A. Meetings shall be held once a month.
- Section B. The president shall have the power to call special meetings as the need arises.

Article IX: Dues

- Section A. As long as incentive grant funds are available, dues shall be paid for all members through that source.

Article X: Eligibility to Participate at Fairs and Judging Contests

- Section A. Eligibility of members exhibiting at fairs and shows will be based on the Advisor's discretion.
- Section B. Members must maintain a 2.0 GPA with no F's in an Agriculture class to be eligible to exhibit at fairs and judging events.
- Section C. Members must comply with rules and guidelines set forth by the Chapter committee on fairs and shows.
- Section D. In the event that a student becomes academically ineligible to participate at a fair at which they planned to exhibit livestock, he/she will be placed on academic probation by the Agriculture Department. If that student becomes ineligible again, he/she will lose his/her privilege to exhibit at all fairs with the Atwater FFA Chapter for the next semester.

Article XI: Amendments

- Section A. To amend the Constitution, a 2/3 vote of the active members is required.
- Section B. To become effective, the amendment must be posted for two weeks previous to the vote of the active members.

Article XII: Ratification of Constitution

- Section A. The Constitution should become effective when passed by 2/3 vote of the members voting.

Atwater FFA History – State FFA Degrees

The Atwater FFA became an official chapter (#281) with the California FFA Association during the 1957-1958 school year. The following pages showcase state and national chapter and individual recognition.

California State FFA Degree Recipients

The California State FFA Degree is the highest degree a student can earn at the state level. A State FFA Degree recipient has taken FFA involvement beyond the chapter level and had a successful SAE program. The following names are individuals who have earned their California State FFA Degree through the Atwater FFA:

1979-1980	Roslynn Williams	1985-1986
Kerwin Grissom	1983-1984	Scott Chatham
1980-1981	Monica Bairos	David Ferroni
Rich DeSousa	Monique Bolcao	Victoria Freitas
Kandace Heller	Loren Freitas	Tony Homen
Tom Schmidt	Sharee Lemas	Todd Lemas
Kevin Sorensen	Derick Locke	Justin Pareira
Andrew Todd	James Pacheco	Troy Rinkenberger
1981-1982	Catherine Schmidt	Scot Sherman
Chris Beutel	Trent Sherman	John Silva
Scott Clamp	Stan Souza	Kelly Vierra
Matt Machado	Joseph Vierra	Tony Wilson
Paul Machado	1984-1985	1986-1987
Kathy Pareira	Jessica Brooks	Mike Barry
Jon Schmidt	Greg Cardey	Chester Bradley
Robbie Stanford	Scott Cortinas	Melissa Brown
Andy Taylor	Danny Dutra	David Bryson
Sonya Veldhuis	Jeff Hammar	James Butrym
John White	Amber Houska	Allen Cline
Ryan Williams	Troy Lindenberg	Justin Covert
1982-1983	Rick Little	Liz Escobar
Stacy McDowell	Tina Nichols	Tammy Farmer
Greg Rieke	Jimmy Pitcock	Angela Grandov
Eric Sorensen	Todd Rinkenberger	Richard M. Gresio Jr.
Fred Souza	John Sexauer	Shirley Harrison
Ramie Stone	Fatima Silva	Beatrice Hildreth
Laura Terra	Toni Teixeira	Scott Koehn
	Manual Whitaker	Michelle Lemmon
		Marco Leao
		Elder Lopes
		Robert Lunsford

1986-1987(continued)

Mal Machado
David McDowell
Katherine Meadows
Eileen Miller
Sayf Munir
Dayna Nachtigal
Joseph Pacheco
David Pearce
David Pisacco
Paul Stone
Michelle Toconis
Melissa Viera
Christie Wood

1987-1988

John Blevins
Duarte Borges
Danielle Buzbee
Chris Cardey
Marc Haywood
Scott Hosburgh
Chris Kowalski
Stefanie Prine
Tracey Row
Annette Stanford
Melanie Toews
Katrina Watson

1988-1989

Mike Burdick
Lisa Cabral
Nathan Cabral
Ronda Codd
Margaret Crawford
Richard Freitas Jr.
Jacklin Gamble
Chris Hernandez
James Lencioni
Tony Lunsford
Stayci Maddox
Alicia McGrath
Venita Sherrell
Denise Strauss

1989-1990

Jeanna Alves
Don Benordon
Frank Cardenas
Debra Cardoza
David Corvelo
Jared Covert
Zak deBoer
Tammy Fraguglia
Lynette McGill
Jaime Macias
Sean D. Mounts
Chris O'Gara
Jason Plagenza
Bruce M. Santos
Steve Santos
Frank Shaw
Wade A. Shaw
Cherie Steck
Joey Wren
Jose A. Zarate

1990-1991

Ed Agueda
Michelle Armas
Nelly Barcelos
Jennifer Clark
Paul Garcia
Kevin Hammon
Jose Hernandez
Adam Johnston
Brian Laranjo
Jaime Leon
Lesa Prine
Desiree Romero
Jennifer Romero
Shane Roppoli
Stefanie St. John
Tina White

1991-1992

Tony D. Agueda
Richard Alvernaz
Tony Avila
Edward Casaday

Kaci Childers
Norbet S. Duarte
John Jimenez
Jason Latronica
Joseph F. Martin
Ed Mello
John Mendes
Mary Nichols
Shane D. Patterson
Diahann J. Selkow
David J. Souza
Allison Tassey
Mark Walker

1992-1993

David Avelar
Matt Baptista
Kory Billings
Michelle Duarte
Noel Nunes
Mandy Rommel
Jenny Silva

1993-1994

Danny Agueda
Dario Avila
Benjamin Bese
Gerald Borba
Joseph Burroughs
Travis Cox
Elia DelToro
Gus DelToro
Melissa Diaz
Kathleen Does
Levi Dukes
Joey Dutra
Luis Garaveto
Paula Gonzales
Joshua Hanson
Jeremy Johnson
Brian Keiser
Cody Kingston
Summer Lentz
Anthony Lucich
Manuel Machado
Desi McComb

1993-1994
(continued)

Michelle Mello
Richard Mello
Horacio Oliveira
Tim Petersen
Jason Rider
Tara Rocha
Mark Sherman
Jeff Tucker
Sarah Walker
Libby Weathers
Randy White

1994-1995

John Anderson
Benina Burroughs
James Burroughs
Robin Gamble
Michelle Giordano
Samantha Guenther
Lee Lancaster
Richard Lancaster
Gina Lucich
Sean Martin
Jacob Martinez
Andy McMurry
Stacey Mello
Mark Pimentel
Abbi Plagenza
Gabriel Santos
David Sullivan

1995-1996

Leslie Avila
Spence Beckstead
Heather Carter
Adam Casso
Eric Harcksen
Goretti Machado
Isabel Madruga
Sage Miekke
Dave Nunes
Zach Plagenza
Sandy Richardson

Bryan Tassey
Janine Xavier

1996-1997

Gina Armas
Christina Avila
Holly Baker
Brian Baptista
Amy Bauer
Nicole Bettencourt
Mary F. Burroughs
Anthony Cabral
Janeffer Caetano
Kelly Etheridge
Tricia Fowler
Robert Fragulia
Erin Fucillo
Robert Gamble
Heather R. Gibson
Maria Hendrickson
Kari Loewen
Miguel Lopez
Matthew Migliazzo
Sara Miller
Patricia Johnson
Christina Parreira
Jarrod Pimentel
Stephanie Powers
Khyla Smith
Tait Tezo
Addie Trip

1997-1998

Elizabeth Avila
Craig Arnold
Suzanne Baker
Elizabeth Bristow
Shauna Brown
Angela Cabrera
Vanessa Carter
Karen Corvelo
April Frank
Jennifer Gallaway
Karie Haygood
Joey Horta
Rhett Kennedy

Laurie Lucich
Danny Machado
Frank Machado
Junior Machado
Jeremy Mancebo
Jeni McClesky
Bobbie Nelson
Alan Olivera
Shane Pack
Alan Oliveira
Shane Pack
Ryan Passadori
April Perry
Ramianne Plagenza
Katie Rommel
Kristi Rommel
Kristi Sliva
Allison Smith
Eric Souza
Corrie Stone
Jennifer Thomas
Jennifer Trinadale

1998-1999

Alex Alvarez
Stephanie Avila
Lindsey Buendia
Candice Burrola
Zebulon Borroughs
Cory Condren
Kenneth Correia
Annie Fagundes
Molly Fagundes
Justin Ferreira
Gary Goucher
Jason Haygood
Amber R. Huff
Amanda Johnson
Brad Kessler
Greg Kessler
Benjamin Migliazzo
David Nelson
Christopher Oliveria
LeeAnne Painter
Sarina Rocha
Cari Sedgwick
Kyle J Pimentel

Chris Smith
Nina Trindade

1999-2000

Debby Akers
Dann Ambriz
Garland Austin Jr.
Trista Condren
Tony Does
Matt Freeman
Jenette LaMere
Rosewitha Lancaster
Chor Moua
Bryan Ray
Ashley Regalo
Jennifer Sandford
Anthony Santos
Anthony Sodini
Steven Wolff
Jessica Trindade

2000-2001

Katie A. Arnold
Heather Barnes
Molly Bettencourt
Ryan Burnthorne
Meggie Fagundes
Linda Garcia
Denita Howard
LeAnne Lindenberg
Todd Machado
James Oliveria
Rianna Xavier

2001-2002

Cesar Avila
Leoterio Borges
Jenny Correia
Brandon Fullerton
Travis Hosburgh
Cynthia Machado
Jill McIver
Chris Migliazzo

John Migliazzo
Danny Royer
Tiffany Sheppa
Felipe Sousa
Shane Waterman

2002-2003

Tara Albrecht
Patricia Pimentel
Cesar Sanchez

2003-2004

Jason Does
Jacquelyn Grande
Bobby Lax
Sarah Magneson
Jessica McAdams
Cody Ratley
Amy Wright

2004-2005

Christy Copeland
Brandon Johnson
Christina Menezes
Jessica Mooneyham
Ryan Pimentel
Cece Villaseñor
Rudy Ybarra

2005-2006

Deneé Choquette
Kylie Lax
Julia Pedro
Eric Wunder

2006-2007

Javier Garcia
Caryn Granger
Richard Luna

Annalysa Pimentel
Alys Scoggins
Rebbie Shelton
Brittini Wagner

2007-2008

Hector Ayala
Jake Baraldi
Jose Cardona
Kristelle Choquette
Shawn Conour
Ali Copeland
Bryce Dibble
Ceicali Kuykendall
Saul Lua
Milissa Payne
Catherine Payton
John Pedro
Brock Pisacco
Jorge Pulido
Katheline Reyes
Brenae Royal
Kaylyn Schiber
Lauren Thomas
Brogan Wagner
Lacey Wilcox
Donovan Woodward

2008-2009

Joslyn Apodaca
Kellie Bergstrom
Adam Cruz
Jenna Cruz
Stefani Dias
Amber Dutra
Jesus Gonzales
Briana Hamamoto
Curtis Kelly
Lauren Navarro
Matiana Rivera
Grant Rose
Amada Sevilla
Jenna Shelto

2009 – 2010

Guadalupe Ayala
 Terilyn Bettencourt
 Keziah Brigham
 John Brownwood
 Sasha Del Muro
 Laura Gonzalez
 Elani Goodhart
 Ricky Ornelas
 Paul Ortiz
 Ashely Payton
 Lilly Reyes
 Nikki Schiber
 William Thomas
 Collette Wilcox

2010 – 2011

Emily Beresford
 Timothy Demma
 Brian Dennis
 Marisa Jorge
 Samuel Lord-Huff
 Corey Mesa
 Jacob Minor
 Richard Ornelas
 Stephanie Quintana
 Mason Rose
 Vanessa Sevilla
 Nicole Sharafian
 Tawny Smith
 Amanda Solis
 James Summerton
 Christina Willman
 Matt Woods

2011 – 2012

Brandy Benefield
 Vanessa Del Toro
 Mayra Hernandez
 Nayeli Hernandez
 Chuck Lord-Huff
 Hilliary Junsay
 Brie Mansker
 Courtney Miscione

Sarah Rogers
 Carolyn Schiber
 Cheyenne Schoonover
 Cailyn Yerrick
 Jasmine Zapien

2012 – 2013

Susana Brasil
 Katelyn Davis
 Amy Dutra
 Taylor Ferreira
 Kevin Graham
 Valorie Hasko
 Heather Lewandowski
 Trazarra Manuel
 Kayla Marks
 Donald Moles
 Betsy Nielsen
 Thomas Payton
 Michele Rodriguez
 Logan Taylor
 Hans van Warmerdam
 Caresse Wilson-Cotter

2013 – 2014

Joanna Castro
 Ashley Clark
 Juan Favela
 Viviana Jimenez
 Giancarlo Kamesch
 Madison Kingston
 Kirsten Knobloch
 Francisco Macias
 Michael Marcelino
 Makala Navarro
 Karla Nuno
 Gilbert Rodriguez
 Kim Sabine
 Ryan Sanchez
 Bernadette Sevilla
 Jesse Tafoya
 Eduardo Vera
 Hannah van Warmerdam
 Keith Wright

2014 – 2015

Joseph Avila-Vargas
 Cheyenne Birmingham
 Francis Britton
 Austin Conour
 Sandra Duran
 Heidi Garcia
 Chrissy Lewandowski
 Joseph Kamesch
 Sam Knight
 Ryan Machado-Bell
 Amber Miller
 Wyatt Pimentel
 Emma Reyes
 Kati Reis
 Amanda Skidmore
 Andrew Skidmore
 Courtney Walsh
 Brittany Weins
 Sidney Weiss
 Alex Zapien

2015 – 2016

Dayana Argueta
 Vince Baraldi
 Austin Burris
 Blake Brigham
 Jeff Clark
 Courtney Creighton
 Jasmine Flores
 Trystan Geisbrecht
 Cynthia Griffin
 Madison Hall
 Juan Hernandez
 Juan Hurtado
 Daniel Mesa
 Juliet Montanez
 Erica Perez
 Brook Ramirez
 Tyler Russell
 Daniel Smith
 Christian Stallworth
 Jordan Turner
 Daniel Vann

2016 - 2017

Hannah Carrillo
Briana Diaz
Audrey Esau
Amanjot Gandhoke
Kelsi Kamesch
Callie Norton
Ariana Rezendez
Luke van Warmerdam
Natalie Williams
Kyle Yerrick

2017-2018

Marcos Ahumada
Kassia Beznoska
Paige Brigham
Zion Brigham
Kaya Briscoe
Makenna Caldie
Kendyll Cruz
Catalina Diaz
Megan Escobar
Belinda Espinoza
Dahlia Flores
Daisy Flores
Natalie Frontella
Jonathan Garcia
Nicholas Giesbrecht
Renessa Hardin
Emily Junez
Victoria Lopez
Ana Lozano
Emily McCartney
Sidney Miller
Anthony Naranjo
Ricardo Ortega,
Joel Rojas
Sayra Ramos
Samantha Theodozio
Wyatt Tucker
Stephania Valdovinos

Atwater FFA History – State/National Recognition

American FFA Degree Recipients

As the highest degree achievable in the National FFA Organization, receiving the American FFA Degree shows an FFA member's dedication to his or her chapter and state FFA associations. American FFA Degree recipients show promise for their future and have gone above and beyond to achieve excellence.

State Champion CDE Teams

Career development events (CDE's) are opportunities to develop skills that can be used in a future career. There are 24 different career development events available for team/individual competition at the state and national level.

Proficiency Award Recipients

Supervised Agriculture Experience (SAE) proficiency areas are programs where students are working for an individual or business for the experience or for pay. There are 51 proficiencies recognized at the state and national level.

The following is a history of state and national awards/accomplishments recognizing the Atwater FFA Chapter and Atwater FFA individuals:

1979-1980

Superior Chapter

1980-1981

Superior Chapter

1981-1982

Star Advisor – Stan Mollart

1982-1983

Superior Chapter

1983-1984

Star Reporter – JoAnn Lourenco
Superior Chapter

1984-1985

Central Region President – Monique Bolaco
Specialty Animal Production – Jessica Brooks
Star Advisor – Ray Munir

1985-1986

American Degree – Chris Sumpter
Star Farmer – Todd Rinkenberger

1986-1987

Honorary American Farmer – Ray Munir
National Scholarship – Greg Cardey
State Treasurer – Todd Rinkenberger

1987-1988

American Degree– Greg Cardey, Loren E. Freitas,
Victoria A. Freitas, Todd Rinkenberger
Central Region President– Sayf Munir
National Scholarships– Sayf Munir
Proficiency Award in Swine Production– Joseph
Pacheco
Star in Ag Business– Duarte Borges

1988-1989

Honorary American Farmer– Mark Anglin
Proficiency Award in Agricultural Mechanics– Doug
Cameron II

1989-1990

American Degree– Duarte Borges, David Bryson,
Scott Koehn, Sayf Munir, Dayna Nachtigal, Joseph
Pacheco, Scot Sherman
Proficiency Award in Horse Production– Lynnette
McGill
State Champion CDE– Parliamentary Procedure
Novice

1990-1991

American Degree– Chris Cardey
State Champion CDE–Parliamentary Procedure
Advanced

1991-1992

Agriscience Teacher of the Year– Ray Munir
Proficiency Award in Placement in Agricultural
Production–Bruce Santos
State Champion CDE– Light Horse
Superior Chapter

1992-1993

American Degree– Lynnette McGill, Bruce Santos
Superior Chapter

1993-1994

National Scholarship– Noel Nunes
Proficiency Award in Horse Production– Mandy
Rommel
Proficiency Award in Placement in Agricultural
Production– Norbert Duarte
Superior Chapter

1994-1995

American Degree– Eduard Mello, Shane Patterson,
David Souza
National Scholarships– Libby Weathers
Proficiency Award in Swine Production– John
Anderson
Star Farmer– Noel Nunes
State Scholarships– Allison Tassey
Superior Chapter

1995-1996

American Degree– Mandy Rommel, Allison Tassey
State Champion CDE– Fruit Judging, Marketing Plan
Superior Chapter

1996-1997

American Degree– John Anderson, Dario Avila,
Anthony A. Lucich, Manuel Machado, Mark
Sherman, Libby Weathers
Central Region President– Bryan Tassey
National Convention Delegate– Bryan Tassey
Proficiency Award in Pomolgy Production
Placement– Eric Harcksen
Star Advisor– Mark Anglin
State Champion CDE– Milk Quality and Dairy Foods
Superior Chapter

1997-1998

American Degree– Benina Burroughs, Gabriel Santos
National Proficiency Award in Fruit and Vegetable
Production– Eric Harcksen
Proficiency Award in Soil and Water Management–
Eric Harcksen
Proficiency Award in Specialty Crop Production–
Allison Smith
Proficiency Award in Wildlife Management– Suzanne
Baker
Superior Chapter

1998-1999

American Degree– Eric Harcksen, Bryan Tassey,
Janine Xavier
National Proficiency Award in Wildlife Management–
Suzanne Baker
Proficiency Award Olericulture Production
Entrepreneurship– Craig Arnold
Star Reporter– Molly Fagundes
Superior Chapter

1999-2000

American Degree– Christina Avila, Holly Baker, Adam
Casso, Tricia Fowler, Jennifer Galalway, Patricia

Johnson, Rhett Kennedy, Frank Machado, Matthew Migliazzo, Bobbie Nelson, Jenni McCleskey, Shane Peck

National Convention Delegate– Molly Fagundes

National Scholarship– Molly Fagundes

Proficiency Award in Ag Communications– Elizabeth Avila

Proficiency Award in Dairy Production Placement– Danny Machado

National FFA Chapter Award – Gold Recipient

2000-2001

American Degree– Craig Arnold, Karie Haygood, Christina Hendrickson, Joey Horta, Brad Kessler, Danny Machado, Alan Oliveira Jr., Katie Rommel, Kristi Silva, Carrie Stone, Jennifer Trindade, Joey Xavier

Proficiency Award in Beef Production Placement– Zeb Burroughs

Proficiency Award in Food Science and Technology– Molly Fagundes

State Champion CDE– Prepared Speaking; Meggie Fagundes

State Star Reporter– Meggie Fagundes

Superior Chapter

2001-2002

Central Region President– Meggie Fagundes

State Vice President– Molly Fagundes

2002-2003

State Scholarship– Molly Fagundes

Superior Chapter

2003-2004

Superior Chapter

2004-2005

American Degree– Meggie Fagundes

Star State Reporter– Mai Chia Yang

State Band– Jorge Pulido, Brenae Royal

State Champion CDE– Milk Quality and Dairy Foods
Superior Chapter

2005-2006

American Degree– Bobby Lax, John Migliazzo

National Convention Delegate– Christina Menezes

State Champion CDE– Floriculture

State Scholarship– Christina Menezes

Superior Chapter

2006-2007

Star State Reporter– Kaylyn Schiber

State Band– Katheline Reyes, Brenae Royal

Superior Chapter

2007-2008

Star Administrator– Linda Lucas

State Band– Jorge Pulido, Brenae Royal, Katheline Reyes

Superior Chapter

2008-2009

State FFA Reporter – Kaylyn Schiber

Star State Reporter – Lilly Reyes

State Champion CDE – Nursery and Landscape

State Champion CDE Scrapbook – Atwater FFA

State Band – Elani Goodhart, Stefani Dias

Superior Chapter

2009 – 2010

American Degrees – Kaylyn Schiber

CATA/NAAE – 2010 Outstanding California

Middle/Secondary High School Agriculture Program

Star State Reporter – Mekayla Coughran

State Champion CDE – Light Horse

State Band – Elani Goodhart

State Nominating Committee – Terilyn Bettencourt

Superior Chapter

2010 – 2011

American Degree – Lauren Navarro
Star Agriscience Teacher – Beth Knapp
Star State Reporter – Carolyn Schiber
State Champion CDE – Agronomy
Superior Chapter

2011 – 2012

American Degree – Stefani Dias
CATA Teacher of Excellence – Dave Gossman
National FFA Chapter Award – Gold Recipient
State Champion CDE – Agronomy
State Champion CDE – Milk Quality and Dairy Foods
Superior Chapter

2012 – 2013

American Degree – Mason Rose
National FFA Chapter Award – Gold Recipient
State Champion CDE – Agronomy
State Champion CDE – Milk Quality and Dairy Foods
Superior Chapter

2013 – 2014

American Degree – Corey Mesa
CATA – 2014 Outstanding California
Middle/Secondary High School Agriculture Program
National FFA Chapter Award – Gold Recipient
Star State Reporter – Emma Reyes
State Champion CDE – Ag Mechanics
State Champion CDE – Agronomy
State Champion CDE – Cotton
State Champion CDE – Milk Quality and Dairy Foods
Superior Chapter

2014 – 2015

CATA – 2015 Outstanding Young Teacher Award –
Natalie Borba
CATA Teacher of Excellence – Sam Meredith
State Champion CDE – Cotton
State Champion CDE – Grapevines
National FFA Chapter Award – Gold Recipient
Superior Chapter

2015 – 2016

CATA Teacher of Excellence – Sam Meredith
State Champion CDE – Extemporaneous Speaking
(National Champion)
State Champion CDE – Marketing Plan (National
Champion)
State Champion CDE – Milk Quality and Dairy Foods
Superior Chapter

2016-2017

State Champion CDE – Agronomy
State Champion CDE – Floriculture
State Champion CDE – Nursery and Landscape
State FFA President – Andrew Skidmore
State FFA Secretary – Amanda Skidmore
Superior Chapter

2017-2018

American Degree – Courtney Creighton
American Degree – Jasmine Flores
American Degree – Madison Hall
American Degree – Wyatt Pimentel
State FFA Vice President – Jasmine Flores
State / National FFA Proficiency in "Small Animal
Production and Care – Kaya Briscoe
Superior Chapter

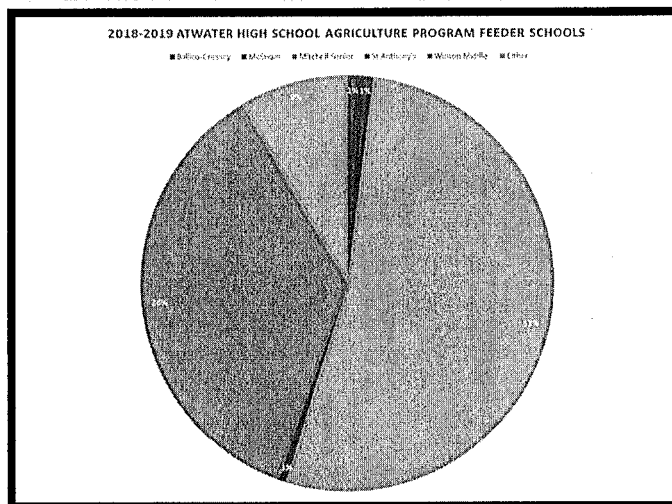
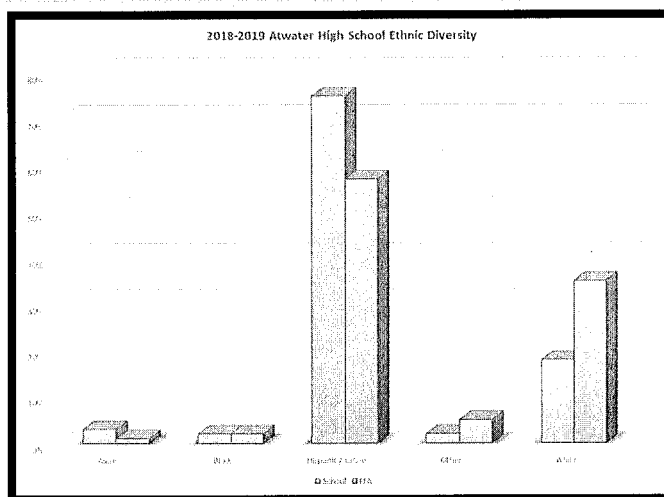
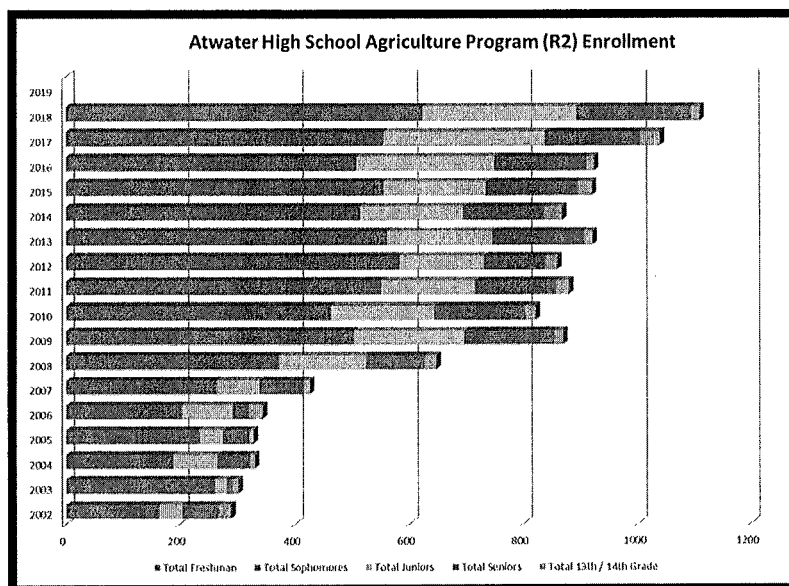
Atwater High School Agriculture / FFA Enrollment History

California Agriculture Education – R-2 Enrollment

(Individual students enrolled in agriculture courses)

YEAR

2002	287 students
2003	300 students
2004	330 students
2005	328 students
2006	344 students
2007	426 students
2008	647 students
2009	868 students
2010	821 students
2011	878 students
2012	858 students
2013	919 students
2014	866 students
2015	918 students
2016	922 students
2017	1038 students
2018	1109 students
2019	
2020	
2021	
2022	

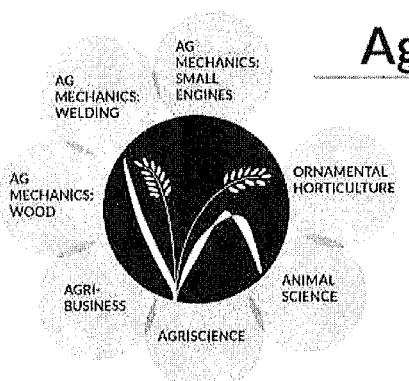
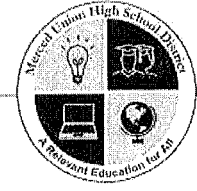


Atwater High School Agriculture Department Course Enrollment Data

Past 10 Years: 2008 - 2018

Course Enrollment		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
1st Year Courses	** Ag Biology	211	332	191	265	227	271	194	244	221	249	216
	* Ag Shop Skills	92	126	56	86	106	109	74	126	75	135	156
	* Exploration in Agriculture	n/a	n/a	n/a	n/a	n/a	72	32	61	55	70	73
2nd/3rd Year Courses	** Ag Earth Science	96	146	104	115	152	201	173	165	178	203	159
	Ag Wood Construction I	19	31	59	18	26	22	58	59	59	56	95
	** Animal Anatomy/Physiology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33
	Small Engines	11	27	27	26	24	68	51	67	58	86	99
	Welding Tech 1	33	40	53	57	65	50	57	45	53	79	81
3rd/4th Year Courses	Adv Sm Eng / Power Mechanics	0	31	19	26	31	32	39	26	22	26	29
	Ag Economics / Government	n/a	n/a	38	38	34	36	39	41	41	39	64
	Ag Leadership	19	29	26	28	35	35	49	55	58	55	22
	Ag Soil and Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76
	Ag Wood Construction II	13	20	23	25	6	11	7	13	10	19	21
	Ag Wood Construction III	3	5	13	3	12	1	5	4	5	2	7
	Art & History of Floral Design I	79	80	128	122	116	120	155	108	145	159	195
	Art & History of Floral Design II	n/a	n/a	n/a	n/a	n/a	n/a	10	20	26	32	55
	** Environmental Horticulture	12	34	16	35	31	21	31	25	22	38	55
	Equipment Construction	10	10	8	4	5	5	4	6	10	12	23
	** Veterinary Science	34	32	59	36	37	38	39	28	29	38	76
	Welding Tech II	18	14	14	19	22	18	19	21	25	19	29
Courses Closed	Ag Business Management	n/a	n/a	n/a	n/a	n/a	n/a	23	n/a	n/a	n/a	n/a
	** Ag Environmental Science	n/a	34	65	72	35	55	n/a	n/a	n/a	n/a	n/a
	** Ag Food Science	n/a	n/a	n/a	n/a	n/a	28	n/a	n/a	37	34	n/a
	* Ag Life Science	90	76	110	111	107	n/a	71	37	29	30	n/a
	** Ag Science I	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	** Ag Science II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Internships in Ag /I/I	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Course Enrollment:		740	1067	1009	1086	1071	1193	1130	1151	1158	1381	1564
* Freshman entry course												
** Science Graduation Credit												
*** Primarily non-Ag students. Covered Industrial Tech students												
R-2 Information (Individual Entry)		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
	Freshman Year 1 Ag	214	296	276	294	308	304	269	308	n/a	332	301
	Sophomores Year 1 Ag	75	72	34	64	24	74	40	76	n/a	87	81
	Juniors Year 1 Ag	64	78	48	26	28	41	28	49	n/a	96	76
	Seniors Year 1 Ag	51	56	43	41	34	37	32	44	n/a	40	28
	Sophomores Year 2 Ag	82	136	153	194	251	184	206	171	n/a	137	242
	Juniors Year 2 Ag	35	62	53	26	19	29	36	29	n/a	56	81
	Seniors Year 2 Ag	18	41	36	24	9	30	20	7	n/a	32	54
	Juniors Year 3 Ag	55	52	74	111	101	114	115	100	n/a	129	110
	Seniors Year 3 Ag	10	21	35	27	10	30	12	32	n/a	42	37
	Seniors Year 4 Ag	23	40	44	49	64	62	78	76	n/a	53	84
	Continuing FFA Enrolled Graduates	20	14	18	15	20	14	30	25	n/a	34	15
		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Freshman		214	296	276	294	308	304	269	308	236	332	301
Total Sophomores		157	208	187	258	275	258	246	248	273	224	323
Total Juniors		154	192	180	163	148	184	179	178	240	281	267
Total Seniors		102	158	160	141	107	159	142	159	160	167	203
Total AHS Ag Enrollment		627	854	803	856	838	905	836	893	909	1004	1094
Total 13th / 14th Grade		20	14	18	22	20	14	30	25	13	34	15
Total AHS FFA (R-2) Enrollment		647	868	821	878	858	919	866	918	922	1038	1109

Primary Atwater High School Agriculture Program (R-2) Pathways

 <h2>Agriculture & Natural Resources</h2> <p>Industry Sector Descriptor The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in various pathways. The pathways emphasize real-world, occupationally relevant experiences for students in Merced Union High School District. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, and entry to a career.</p> 							
PATHWAY	Ag Mechanics Small Engines	Ag Mechanics Welding	Ag Mechanics Wood	Agri-Business	Agriscience	Animal Science	Ornamental Horticulture
INTRO COURSE	Ag Shop Skills *	Ag Shop Skills + Welding Ag Shop Skills	Ag Shop Skills +	Explorations in Ag	Explorations in Ag	Explorations in Ag	Explorations in Ag
CONCENTRATION	Small Engines *	Welding Technology 1 *	Ag Wood 1	Ag Business Management *** Ag Communications + *** Ag Gov / Ag Econ ++ *** Ag Leadership & Technology *	Ag Biology ++ *** Ag Earth ++ *** Ag Environmental Science	Animal Anatomy & Physiology ++	Floral 1 ++ **
CAPSTONE	Advanced Small Engines + *** Diesel Ag Mechanics	Welding Technology 2 + *** Equipment Construction 1 + *** Equipment Construction 2 +	Ag Wood 2 *** Ag Wood 3	Ag Sales & Marketing + *** Internships in Ag *	Ag & Soil Chemistry ++	Veterinary Science ++ **	Environmental Horticulture ++ * *** Floral 2
<p>* Articulated with Merced College Course. ** Articulated with Modesto Junior College Course. + Pending A-G Approval ++ A-G Approved Course *** Articulation varies by campus.</p>							

Notes

#1 – The chart above pertains to “established” pathways within state CTE sectors.

#2 – The Atwater High School Agriculture program also has “partial” Ag Business pathway, however that pathway does not have full-time enrollment or permanent “4 year pathway” courses to establish/implement fully.

Atwater High School Agriculture Department 2018-2019 Budget

2018 - 2019 Atwater High School Agriculture Department / Atwater FFA Budget

REVENUE	FFA General	FFA Floral	FFA Hort	FFA Metal	FFA Wood/Eng	FFA Trans	MUHS & AIG (Matching Total)	MUHS Special/General	Carl Perkins	AHS Site	Total
Ag Boosters Allocation	\$ 13,000.00				\$ 500.00						\$ 14,000.00
Ag Incentive Grant							\$ 24,600.00				\$ 24,600.00
Ag Incentive District Match							\$ 24,600.00				\$ 24,600.00
AHS Site Allocation										\$ 6,800.00	\$ 6,800.00
Carl Perkins Funding								\$ 48,000.00			\$ 48,000.00
Community Donations (Nationals)	\$ 1,000.00							\$ 18,000.00			\$ 19,000.00
CRAECP Pathway Grant								\$ 165,000.00			\$ 165,000.00
CTEG Grant								\$ 26,000.00			\$ 26,000.00
District CTE Projects / General											\$ 7,775.00
District Transportation Allocation											\$ 7,775.00
Fall Fest Fundraiser	\$ 8,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00						\$ 12,000.00
Floral Projects	\$ 14,000.00										\$ 14,000.00
Horticulture Projects											\$ 6,000.00
Merced Fair Projects (Premiums/Awards)											\$ 1,500.00
Metal Shop Projects											\$ 16,500.00
Milk Vending Machine	\$ 2,000.00										\$ 2,000.00
Placement Ad Fundraiser	\$ 7,000.00										\$ 7,000.00
SaveMart SHARES Program	\$ 1,000.00										\$ 1,000.00
Specialized / Ag Industry Grant											\$ -
State CTE Grants											\$ -
Student Shop Project Loan								\$ 7,500.00			\$ 7,500.00
Take-Out BBQ Fundraisers	\$ 18,000.00										\$ 18,000.00
Wood / Eng. Shop Projects					\$ 4,000.00						\$ 4,000.00
TOTAL	\$ 50,000.00	\$ 15,000.00	\$ 7,000.00	\$ 19,500.00	\$ 5,500.00	\$ 7,775.00	\$ 49,200.00	\$ 216,500.00	\$ 48,000.00	\$ 6,800.00	\$ 425,275.00

Expenses	FFA General	FFA Floral	FFA Hort	FFA Metal	FFA Wood/Eng	FFA Trans	MUHS & AIG (Matching Total)	MUHS Special/General	Carl Perkins	AHS Site	Total
Ag Staff / CATA Professional Development							\$ 375.00		\$ 7,100.00		\$ 7,475.00
Ag/FFA Marketing & Promotion	\$ 3,000.00						\$ 2,000.00				\$ 5,000.00
Ag / Facility Equipment / Supplies								\$ 4,000.00	\$ 24,600.00		\$ 24,600.00
Classroom/Lab Equipment								\$ 4,000.00			\$ 4,000.00
Classroom/Lab Supplies							\$ 6,000.00				\$ 6,000.00
FFA Events, Activities, and Transportation	\$ 10,000.00										\$ 10,000.00
FFA Field Day Registrations/Hotel	\$ 5,000.00						\$ 3,500.00				\$ 8,500.00
FFA Leadership Conferences/Retreats	\$ 5,000.00										\$ 5,000.00
FFA Meetings (Food, Supplies, etc.)	\$ 4,000.00						\$ 4,000.00				\$ 8,000.00
FFA Membership Dues							\$ 8,300.00				\$ 8,300.00
FFA National Convention									\$ 4,000.00		\$ 4,000.00
FFA State Leadership Convention	\$ 5,000.00						\$ 8,000.00		\$ 4,000.00		\$ 17,000.00
FFA Supplies	\$ 1,700.00						\$ 4,700.00				\$ 6,400.00
FFA/Ag Transportation	\$ 2,000.00								\$ 8,300.00	\$ 5,000.00	\$ 21,075.00
FFA/Fair Equipment and Supplies								\$ 50,000.00			\$ 50,000.00
Floral Equipment	\$ 2,000.00										\$ 2,000.00
Floral Supplies	\$ 1,000.00	\$ 13,000.00					\$ 5,000.00				\$ 19,000.00
Horticulture Equipment								\$ 4,000.00			\$ 4,000.00
Horticulture Supplies / Plant Stock										\$ 1,800.00	\$ 1,800.00
Office/Operation Supplies & Equip	\$ 3,000.00										\$ 3,000.00
Poultry Facility / Equipment / Supplies								\$ 2,000.00			\$ 2,000.00
School Farm Facility / Equipment / Supplies	\$ 3,300.00							\$ 45,000.00			\$ 48,300.00
Sm Engine / Wood Shop Equipment & Maint.	\$ 1,000.00				\$ 2,500.00			\$ 26,000.00			\$ 29,500.00
Student Fundraising Incentives	\$ 5,000.00				\$ 3,000.00		\$ 1,325.00				\$ 9,325.00
Student Shop Loan Repayment								\$ 7,500.00			\$ 7,500.00
Welding Shop Equipment & Maint.								\$ 78,000.00			\$ 78,000.00
Welding Shop Supplies	\$ 1,000.00						\$ 6,000.00				\$ 7,000.00
TOTAL	\$ 50,000.00	\$ 15,000.00	\$ 6,000.00	\$ 19,500.00	\$ 5,500.00	\$ 7,775.00	\$ 49,200.00	\$ 216,500.00	\$ 48,000.00	\$ 6,800.00	\$ 424,275.00

Atwater High School Agriculture Department 2018-2019 Staff Assignments/Responsibilities

Ag Department	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Department Chair				X					
Accounting									
American Ag Credit Loans (Goats, Sheep, & Swine)				X					
American Ag Credit Loans (Dairy Heifers)						X			
American Ag Credit Loans (Beef)									
Atwater Feed Accounting (Merced Fair)				X					
Atwater Feed Accounting (Rabbits / Poultry)									X
CATA Registration	X								
CRAECP Grant Budget				X					
CRAECP Grant Report	X								
CTEIG Funding Application, Budget, and PO's				X					
Department / Program Budget				X					
District Accounting Requisitions and PO's	X								
FFA (SBO) Requisitions / PO's				X					
FFA / Ag Dept. Hotel Reservations				X					
Office Supplies Orders				X					
Perkins Funding Application, Budget, and PO's	X			X					
State FFA Hotel Reservations	X								
Transportation - Charter Buses / Rentals				X					
Transportation (District) Requests, Requisitions, and PO's									X
General Program / Facility									
5-year Equipment Allocation	X								
Advisory Committee Roster & Minutes				X					
AET Coordinator (Chapter)									X
Ag Advisory Committee Planning and Agenda				X					
Ag Booster Committee				X					
Chart of Staff Responsibilities				X					
Comprehensive Program Plan	X								
Department Communication Liason				X					
Department Marketing and Public Relations				X					
Department Meeting Agendas / Calendars				X					
Graduate Follow-Up	X								
Incentive Grant / Incentive Grant Reviews	X								
In-Service Activities List	X						X		
Keys and Locks									
Maintain Comprehensive Program Plan Binder	X								
Maintain Program Management Binder	X								
Maintenance Requests (Shops)							X		
Maintenance Requests General	X	X	X	X		X	X	X	X
Program of Activities (FFA, Data, and Budget Data)				X					
Program Press and Media				X				X	
Quarterly / Yearly CATA Meetings / Events	X	X	X	X		X	X		X
R2 Report & Roster	X								
Recruitment (Mitchell Senior and Winton Middle)	X			X		X			X
Report of Expenditures	X								
Website Design / Management				X					
Website Reporter/Article/Photos Updates/Management								X	
	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
FFA Advisor						X			
Advance Leadership Academy Conference Supervision						X		X	
American FFA Degree Applications									X
BBQ'ing and BBQ Crews			X				X		
Chapter Officer Leadership Conference						X			
Chapter Reporter				X				X	
Digital Scrapbook								X	
FFA (Grnhnd, MFE, ALA, SLC, WLC) Leadership Conference Registrations						X			
FFA / Fair T-Shirts and Polo Orders				X					
FFA Jacket Orders				X					
FFA Recreational Meeting/Activities - Tickets/Reservations				X					
FFA State Leadership Conference Registration and Hotel						X			
Greenhand Conference Supervision									X
Made for Excellence Leadership Conference Supervision				X		X			
National FFA CDE Flights / Hotel Reservations				X					
Organize Local Project Competition							X		
Organize Sectional Project Competition							X		
Oversee Planning for FFA Meetings						X			
Payment / Invoices for CDE Contests				X					
Proficiency Award Applications									X
Quarterly FFA Activities List for Class Grading						X			
Regional Officer Leadership Conference						X			
Registration for CDE Contests		X							
Sectional Officer Leadership Conference						X			
State FFA Degree Applications	X	X	X	X	X	X	X	X	X
State FFA Leadership Conference	X	X	X	X	X	X	X	X	X

	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Animal / Livestock									
Fair Supplies	X	X	X	X	X	X	X	X	X
Pole Barn - Goats / Vet Science Lab	X								
Pole Barn - Rabbits									X
Poultry (Chickens / Eggs) Facility								X	
Poultry (Turkeys) Facility									X
School (Arnold's) Farm (Sheep)					X				
School (Arnold's) Farm (Swine)				X					
Veterinary Supplies	X			X					X
	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Horticulture Facility									
Ag Building Garden Plots				X					
Farm / Crop Lab (Sweet Potatoes)			X						
Floriculture / Outside Floral Fridge		X							
General Care and Maintenance				X					
Grape Vineyard				X					
Greenhouse				X					
Horticulture Equipment Maintenance				X					
Lathe House				X					
Mini-Orchard Lab				X					
Nursery Facility / Gardens				X					
OH Storage Containers				X					
Pole Barn Horticulture				X					
Rose Lab				X					
School Planter Beds (Floral)		X							
	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Shop / Equipment / Machinery									
Ag Shop Maintenance - Welding Shops							X		
Ag Shop Maintenance - Power Mechanics			X						
Ag Shop Maintenance - Wood			X						
Ag Trucks							X		
BBQ Trailers							X		
Floral Trailer Maintenance		X							
Forklift Maintenance			X						
Livestock Trailers							X		
School Shop and Equipment			X				X		
Shop Nights			X				X		
Storage Buildings/Containers							X		
Tractor Maintenance			X						
	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Project Supervision									
Ag Mechanics			X				X	X	
Beef Projects							X		
Dairy Cattle Projects						X			
Goat Projects	X								
Floriculture Projects		X							
Horticulture Projects				X					
Poultry (Chickens)			X						
Poultry (Turkeys)									X
Rabbits									X
Sheep Projects					X				
Swine Projects				X					
Work Experience Projects	X	X	X	X	X	X	X	X	X
	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
FFA Judging Teams / Contests									
Ag Mechanics							X		
Agronomy						X			
Cotton	X								
Creed Speaking	X								
Dairy Products				X					
Extemporaneous Speaking						X			
Farm Records									X
Floriculture		X							
Impromptu						X			

	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
FFA Judging Teams / Contests (Cont.)									
Job Interview								X	
Land					X		X		
Meats	X								
Nursery and Landscape (Horticulture)				X					
Opening and Closing Advanced	X								
Opening and Closing Novice	X	X	X	X		X	X	X	X
Parliamentary Procedure (Novice)					X				
Parliamentary Procedure (Advanced)									X
Poultry			X			X			
Prepared Public Speaking		X							
Small Engines								X	
Vegetables								X	
Awards									
Awards Banquet	X	X	X	X	X	X	X	X	X
Award Orders (National FFA / Trophy Case)				X					
Greenhand / Chapter Farmer Awards Ceremony	X	X	X	X	X	X	X	X	X
National Chapter Award Application	X								
Scholarships						X			
POA Tabulations						X			
Proficiency Awards									X
Fundraisers									
Ag Mechanics Projects (Plasma Art, Wood, and Engines)			X				X		
"Fall Fest" Fundraiser Organization, Donations, Tickets, Auction				X				X	
"Fall Fest" Fundraiser Food / Drink	X					X	X		
"Fall Fest" Fundraiser Decorations / Set-Up		X	X		X				X
Floral Projects - Balloons		X							
Floral Projects - Graduation		X							
Floral Projects - Homecomings / School Specialty Events		X							
Floral Projects - Prom		X							
Floral Projects - Subscriptions		X							
Floral Projects - Weddings / Specialty Events		X							
Floral Projects - Winter Formal		X							
Football Game BBQ Supervisor (1 Game Each)		X	X	X	X		X	X	X
Plant Sale (Fall)				X			X		
Plant Sale (Spring)				X			X		
Placement Ads				X					
Save Mart S.H.A.R.E.S. Program				X					
Take-Out BBQ's (4) Cooking			X				X		
Take-Out BBQ Costco			X			X			X
Take-Out BBQ Meat Pick-up			X				X		
Take-Out BBQ Supervision		X			X	X		X	X
Take-Out BBQ's Ticket Printing/Accounting/Deposit	X								

Atwater High School Agriculture Department

Atwater FFA

PO Box 835

2201 Fruitland Ave

Atwater, CA 95301

209-357-6025

www.AtwaterFFA.org

J
Board Approved FFA Policy

A copy of board-approved FFA as an integral part of the Ag program policy was not located, although contact with administration was made. Following is a copy of the education code stating the requirement for an FFA to be an integral part for any student in an agriculture program. Atwater High School follows and supports this education code.

Attached you will find:

- *Educational code for FFA*

EDUCATION CODE

SECTION 52450-52454

52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

(1) Organized classes in the study of agricultural science and technology.

(2) A student-supervised occupational experience program in agriculture.

(3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

K

Recruitment Program

The recruitment program at Atwater High School starts before students enroll for the 9th grade year. There are two high schools within Atwater and the district has outlined our high school to have the "inner-city" students. This makes many of our students agriculturally unaware. Starting the recruitment process before our students enroll as 9th graders has helped our program grow and thrive in the last 6 years. By coordinating with the middle schools principals and counselors, we are finding opportunities to visit the students and promote our program to the agriculturally unaware.

There are many recruitment activities and materials that we have developed to promote agriculture courses. Presentations at the middle schools, fliers, and 8th grade parent night are just the few things we do in order to promote our program. The fliers are available to all middle school students which discuss our program and explain the courses offered. We encourage them to develop an area of interest so that they can easily fall into a specific agriculture pathway as they enter high school. These fliers have "check boxes" that makes it easier for our counselors when the students turn in their paperwork. The brochures are in both English and Spanish as well.

We also recruit at 8th grade parent night and set up tables showcasing our Ag Science classes and Ag Shop Skills classes. FFA students assist us by explaining to the parents and students about our program and we also pass out more flyers to students that did not receive them at their middle school.

Attached you will find:

- *English and Spanish brochures of courses*
- *Letter sent to incoming freshman parents*
- *Handout on ag as an integral part of education*



2019– 2020 Atwater High School Agriculture Department



Dear Atwater High School Parent / Guardian,

"FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success" – This is the mission statement of agricultural education.

Over 60% of all AHS students are currently enrolled in at least one AHS agriculture class! The Atwater High School Agriculture program is now the **LARGEST**, single high school agriculture program in the nation (1100+ students) and has been recognized nationally as NAAE's "Western U.S. Outstanding High School Agriculture Program"! No matter what your child's future objectives may be (Ag or non-Ag), the Atwater High School Agriculture Program can provide your son/daughter skills, resources, and experience that will benefit any personal, educational (college/university), and career goals. In order to be eligible for any of the agriculture, FFA, and SAE (supervised educational experience – "projects") opportunities, your son/daughter must be enrolled in at least 1 agriculture class. The following is a list of classes available to your son/daughter based on your/their interests:

- #1 If you son/daughter has an interest in a "shop class" in the areas of electrical, wood, welding, and metal fabrication:

Ag Shop Skills (CTE Agriculture Pathway Introduction Pathway Course)

Introduction to Shop Skills is specifically designed for 9th grade students interested in gaining skills in engines, power mechanics, electrical, plumbing, wood working, welding, and metal fabrication. This course serves as the foundation course towards Small Engines, Power Mechanics, Welding Technology and Wood Construction courses offered to 10th-12th grade students. Content areas in job safety and tool identification are included with "hands-on" learning and various projects to build and take home. This course also qualifies students to participate in all FFA activities throughout the year. The shops and shop equipment were part of a recent \$1.7 million dollar upgrade.

- #2 If your son/daughter has as interest in animal science, plant/horticulture science, leadership, "hands-on" learning, outside projects, etc....:

Exploration in Agriculture (CTE Agriculture Pathway Introduction Pathway Course)

Exploration in Agriculture is especially designed for 9th grade students interested in being involved, exploring and developing skills in California Agriculture, FFA / Leadership / Public Speaking, Record Keeping / Ag Business, Horticulture / Plant Science, and Animal & Veterinary Science. This course serves as the foundation course towards advanced courses in ag business, plant science, horticulture, and animal science and compliments the Ag science courses. Course content focuses on "hands-on" application in speaking, writing, record keeping, horticulture, and animal science skills. This course also qualifies students to participate in all FFA activities throughout the year.

- #3 If your son/daughter has as interest in agriculture, being involved in agriculture / FFA activities and events AND would like to their science class to be "agriculture" so they can be eligible FFA:

Ag Biology (CTE Agriscience Pathway Concentration Course)

Ag Biology is a one year, laboratory science course, designed for the college bound student. The curriculum is the exact same as (science course) Biology, however it provides the students eligibility to participate in all FFA activities.

This course meets AHS Life Science graduation credit and UC/CSU "D" science credit for admissions.

Ag Earth Science (CTE Agriscience Pathway Concentration Course)

Ag Earth Science is a one year physical science course option for students not enrolled in Ag Biology, Biology, or Life Science. The curriculum is the exact same as (science course) Earth Science, however it provides the students eligibility to participate in all FFA activities. Course material from "Exploration in Agriculture" (FFA, Leadership, Public Speaking, etc..) will also be integrated.

This course meets AHS Physical Science graduation credit and UC/CSU "G" science credit for admissions.



For More Information, Please Check Out Our NEW Website:

www.AtwaterFFA.org



Commonly Asked Questions

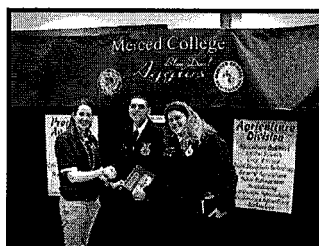
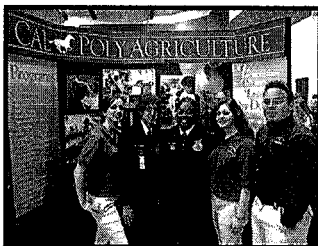
- **My son/daughter has an interest in taking an agriculture class. Which one do you recommend?**

First, we recommend your son/daughter enroll in an "Ag Science" class (Ag Earth Science or Ag Biology - see above). This will fulfill their 9th grade science requirement. If your son/daughter has in interest in working in the shop (wood construction, electrical, welding, etc..), you will want to enroll them in the Ag Shop Skills class (this is the ONLY shop class available for 9th graders). If they would like to focus on plants, animals, etc... (non-shop), you will want to enroll them in Exploration in Ag. To be eligible to participate in any agriculture / FFA activities, your son/daughter must be enrolled in at least one agriculture class.

- **Can my son/daughter get into a major university (UC / CSU) by taking an agriculture class each year?**

YES! We have students who have taken at least 1agriculture class each year and have been accepted/enrolled in community colleges, California State Universities, and Universities of California campuses.

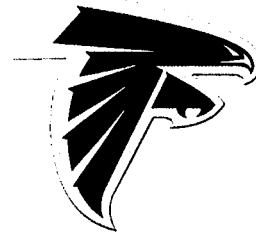
Our goal is to provide your son/daughter the skills and resources to be successful in life!



Atwater High School

2019—2020

Agriculture Program and FFA



2019—2020

Agriculture Science Classes

(Ag Biology and Ag Earth Science)

- BOTH Ag Biology and Ag Earth Science are the exact same academic courses as regular Biology and Earth Science.
- BOTH courses mirror the same NGSS Educational Standards, textbooks/resources, district pacing guides, and material. The difference is when your son/daughter is enrolled in one of the Ag Science classes, they are automatically a member of FFA and are eligible to participate and get involved in all aspects of FFA, leadership, and agriculture events/activities. BOTH courses meet CTE (Career Technical Education) graduation requirements.
- BOTH science courses emphasize laboratory "hands-on" learning and problem solving skills. Course content includes cells, energy, genetics, DNA, evolution, human systems and ecology. **The Ag Biology and Ag Earth courses meet UC/CSU credit for admissions.**

UC/CSU College Information

The above course are designed to provide students with the opportunity to explore and develop agricultural career interests, FFA involvement, leadership skills, and scholastic & personal growth.

Students CAN be enrolled in an ag science and/or ag elective course and STILL follow a UC/CSU graduation requirement pathway.

If you have any questions/concerns, please contact an AHS counselor and/or the AHS Agriculture Department at 357-6025

2019—2020

Agriculture Elective/CTE Pathway Classes

(Ag Shop Skills and Exploration in Agriculture)

- Ag Shop Skills is specifically designed for 9th grade students interested in gaining skills in electrical, plumbing, wood working, welding, metal fabrication, job safety, tool identification and a variety of "hands-on" project development. **THIS COURSE IS THE ONLY SHOP COURSE AVAILABLE FOR 9TH GRADE STUDENTS.**
- Exploration in Agriculture is especially designed for 9th grade students interested in being involved, exploring and developing skills in California Agriculture, FFA / Leadership / Public Speaking, Record Keeping / Ag Business, Horticulture / Plant Science, and Animal & Veterinary Science. This course serves as the foundation course towards advanced courses in ag business, plant science, horticulture, and animal science and compliments the Ag science courses. Course content focuses on "hands-on" application in speaking, writing, record keeping, horticulture, and animal science skills. This course also qualifies students to participate in all FFA activities throughout the year and is for 9th graders only.

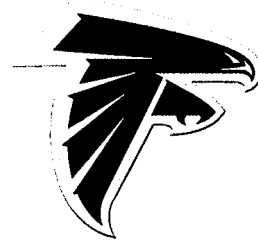
To participate in agriculture / FFA activities, students **MUST BE Enrolled in at least 1** agriculture class (Ag Bio, Ag Earth, Ag Shop and/or Exploration in Ag).



Atwater High School

2019—2020

Agriculture Program and FFA



2019—2020

Cursos de Ciencia Agrícola

(Biología Ag y Ciencias de la Tierra Ag)

- AMBOS Biología de Ag y Ciencias de la Tierra Ag son exactamente los mismos cursos académicos que Biología regular y Ciencias de la Tierra.
- AMBOS cursos siguen los mismos Estándares Educativos del Estado de California, libros de texto/recursos, guías de aprendizaje del distrito, y material. La diferencia es cuando su hijo/a está inscrito en una de las clases de Ciencias Agrícolas, se convierte automáticamente en miembro de la FFA y es elegible para participar e involucrarse en todos los aspectos de la FFA, el liderazgo, los eventos y actividades de la agricultura. Los dos cursos cumplen con los requisitos de graduación CTE (Educación Técnica Profesional).
- AMBOS cursos de Ciencias enfatizan el laboratorio "hands-on" prácticas de aprendizaje y habilidades para resolver problemas. El contenido del curso incluye las células, la energía, la genética, el ADN, la evolución, los sistemas humanos y la ecología. **Ambos Biología de Ag y Ciencias de la Tierra Ag cumplen con los requisito de créditos de admisión para UC/CSU.**

UC/CSU Información Colegial

El curso anterior se ha diseñado para proporcionar a los estudiantes la oportunidad de explorar y desarrollar los intereses de carreras agrícolas, la participación de la FFA, habilidades de liderazgo, y el crecimiento académico y personal.

Los estudiantes PUEDEN matricularse en uno de los cursos de arriba y todavía siguen cumpliendo con el requisito de graduación de UC / CSU.

Si tiene cualquier pregunta o duda, póngase en contacto con un consejero de AHS o al Departamento Agrícola de AHS al 357-6025

2019—2020

Talleres de Atwater High School

(Habilidades de talleres Agrícola y Exploración en la Agricultura)

- Este curso está diseñado específicamente para estudiantes del 9º grado interesados en adquirir conocimientos en electricidad, plomería, carpintería, soldadura, fabricación de metal, seguridad en el trabajo, la identificación de herramientas y una variedad de "hands-on" prácticas de desarrollo del proyecto. **Este curso es el único curso de taller disponible para estudiantes del 9º grado.**
- Exploración en la Agricultura está especialmente diseñado para estudiantes del noveno grado interesados en participar, en explorar y desarrollar habilidades en la Agricultura de California, FFA/ Liderazgo/Hablar en Público, Mantenimiento de Registros / Negocios, Horticultura / Ciencias de las plantas, Animales y Veterinaria. Este curso sirve como base para los cursos de colocación avanzada en Negocios de ag (agricultura), ciencia de las plantas, Horticultura, y la ciencia animal y se complementa con los cursos de ciencias Ag. El contenido del curso se enfoca en el ejercicio de "práctica" en el habla, la escritura, el mantenimiento de registros, horticultura, y las habilidades de ciencia animal Este curso también califica a los estudiantes a participar en todas las actividades de FFA durante todo el año.
- Para participar en actividades de el programa de Agricultura, los estudiantes tienen que estar matriculados en por lo mínimo de una clase Agrícola. (Biología Ag, Ciencias de la Tierra Ag, Habilidades de talleres Agrícola y Exploración en la Agricultura)



Enrolling in an Atwater High School Agriculture / FFA Course



9th Grade Registration Form Assistance

2019—2020 School Year



Atwater High School

Counseling 325-1224

9th Grade Elective Choices:

*Students who fail to return this registration form will be placed in electives based on openings.

AGRICULTURE

- 0111 Exploration in Agriculture (CTE)
- 0112 Ag Shop Skills (CTE)

AVID

0764 AVID 9 (a-g) (must complete interview process)

VISUAL AND PERFORMING ARTS

- 0203 Elements of Art & Design 1 (a-g) (CTE)
- 0232 Theatre Arts 1 (a-g) (CTE)
- 0240 Photography 1 (a-g) (CTE)
- 0221 Computer Graphics 1 (a-g) (CTE)
- 0252 Band 1 (a-g) (CTE)
- 0263 Band 1 (a-g) (CTE)
- 0264 Choir 1 (a-g) (CTE)

WORLD LANGUAGE

*Students will be placed for proper placement during the first week of school.

- 0719 Reading & Writing for Spanish Speakers* (a-g)
- 0720 Spanish for Spanish Speakers1* (a-g)
- 0731 Spanish 1* (a-g)

BUSINESS & SOFTWARE SYSTEMS

- 0417 Intro. To Computer Science & Javascript (a-g) (CTE)
- 0629 Computer Applications 1 (word process.) (CTE)
- 2417.1 Robotics 1 (a-g) (CTE)

(CTE) Career Technical Education
(a-g) 4 year college req.

For course descriptions please visit our Digital Course Catalog:

<https://courses.muhsd.org/app/subjects>

For CTE Pathways please visit the MUHSD website:

www.muhsd.org/educational-services/cte

Student Name _____

Middle School _____

Parent Signature _____

DOB: _____

Phone Number _____

FRESHMAN

Course Selection Form 2019-2020

All 9th grade students will be enrolled in the following courses. Placement will be determined by reading levels, entry tests, and teacher recommendation.

_____ Seminar/Health

_____ PE

_____ Band PE (0 Per.)

SCIENCE (check one):

- ☐ 0453.1 Biology (a-g)
- ☐ 0456 Biology & Comm. Health (a-g) (CTE)
- ☐ 0126 Integ. Ag Biology (a-g) (CTE)
- ☐ 0125 Ag Earth Science (a-g) (CTE)

ENGLISH (check one):

- ☐ 0512.1 English 1 (a-g)
- ☐ 0525 Mental & Behavioral Health (a-g)
- ☐ 0515 English 1 Pre-AP (a-g)

ELECTIVES (please list by priority):

Course # Course Title

#1: _____

#2: _____

Alternates (back up):

1st _____

2nd _____

Check the box if you would like your 9th grade science course to be Ag Biology or Ag Earth Science. The courses count for CTE concentration pathway credit, science graduation and Ag Biology / Ag Earth Science DOES meet UC/CSU Admissions credit.

Enrollment in this class provides your son/daughter with FFA eligibility.



If you would like your CTE / "elective" course to be either:

- Exploration in Agriculture
- Ag Shop Skills (the ONLY 9th grade shop course on campus)

Place #0111 or #0112 in the "ELECTIVES" box.

L

Chapter Scrapbook

The Atwater FFA Historian maintains our chapter scrapbook and an advisor oversees the process of the book being created. Our scrapbook is created electronically. The scrapbook includes pictures, newspaper articles, social media screen captures, and explanations of each event. The book includes memorabilia from our chapter's SAE events, leadership conferences, FFA events, and community service for the current year. When completed, our scrapbook is entered in the regional competition. The scrapbook can also be ordered by any student and/or parent. They will receive a printed version that is similar to an FFA "yearbook".

Attached you will find:

- *Sample pages from our scrapbook*

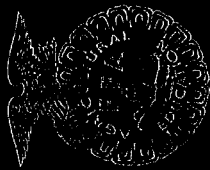
believe in the future of agriculture, with a firm belief not of words but of deeds—thevements won by the present and past generations of agriculturalists. In the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

It is believed that to save and work on a good turn, or to be engaged in other agricultural pursuits, is pleasant as well as educating. For I know the joys and discomforts of agriculture, and hold an inborn fondness for these associations which, even in times of discouragement, I cannot

bol even leadership from ourselves and respect from others. That, as in my own ability to work efficiently and productively with such knowledge and skill, can serve as the model of cooperation and success to others. Our own and the group's interest in learning and making the product of our own.

include 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 in us² and planning square with those whose happiness depends upon us.

I believe that American agriculture can and will hold true to the best



ATWATER FFA OFFICIAL SCRAP BOOK

20:07 2004

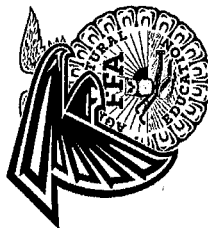
YOL

Atwater, CA

Anessa Cardenas
President

Grace Reyes
Reporter

Stephania Valdovinos **Historian**



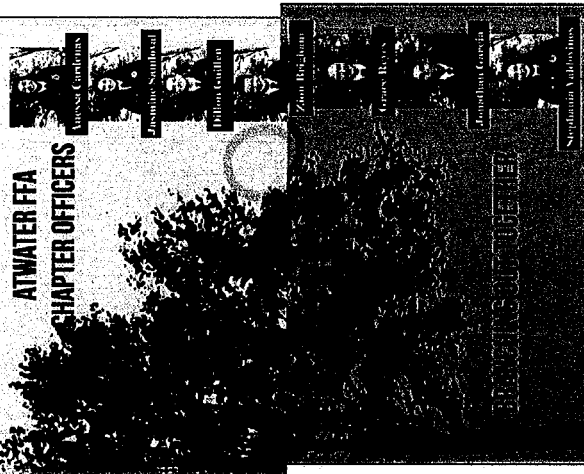
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Ag Welcoming 2017/2018	8
Invitation: 2017/2018	8
Ag Welcoming 2017/2018	9
Rec'd Denial: 2017/2018	11
Ag W/ords: 2017/2018	12
Ag W/ords: 2017/2018	13
Project: Conception: 15/2017 - 2018	14
Community Service	15
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Rec'd Denial: 2017/2018	17
Ag W/ords: 2017/2018	18
Ag W/ords: 2017/2018	19
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Ag Welcoming 2017/2018	22
Rec'd Denial: 2017/2018	23
Ag W/ords: 2017/2018	24
Ag W/ords: 2017/2018	25
Project: Conception: 15/2017 - 2018	26
Ag Welcoming 2017/2018	27
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Ag W/ords: 2017/2018	29
Ag W/ords: 2017/2018	30
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Ag Welcoming 2017/2018	32
Rec'd Denial: 2017/2018	33
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Ag W/ords: 2017/2018	64
Ag W/ords: 2017/2018	65
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Ag Welcoming 2017/2018	67
Rec'd Denial: 2017/2018	68
Ag W/ords: 2017/2018	69
Ag W/ords: 2017/2018	70
Project: Conception: 15/2017 - 2018	71
Ag Welcoming 2017/2018	72
Rec'd Denial: 2017/2018	73
Ag W/ords: 2017/2018	74
Ag W/ords: 2017/2018	75
Project: Conception: 15/2017 - 2018	76
Ag Welcoming 2017/2018	77
Rec'd Denial: 2017/2018	78
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Rec'd Denial: 2017/2018	83
Ag W/ords: 2017/2018	84
Ag W/ords: 2017/2018	85
Project: Conception: 15/2017 - 2018	86
Ag Welcoming 2017/2018	87
Rec'd Denial: 2017/2018	88
Ag W/ords: 2017/2018	89
Ag W/ords: 2017/2018	90
Project: Conception: 15/2017 - 2018	91
Ag Welcoming 2017/2018	92
Rec'd Denial: 2017/2018	93
Ag W/ords: 2017/2018	94
Ag W/ords: 2017/2018	95
Project: Conception: 15/2017 - 2018	96
Ag Welcoming 2017/2018	97
Rec'd Denial: 2017/2018	98
Ag W/ords: 2017/2018	99
Ag W/ords: 2017/2018	100

**ATWATER FFA
CHAPTER OFFICERS**

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Standardized Definitions

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ADVISORS

MESSAGE

Advisor's Message



Dear Chapter Members,

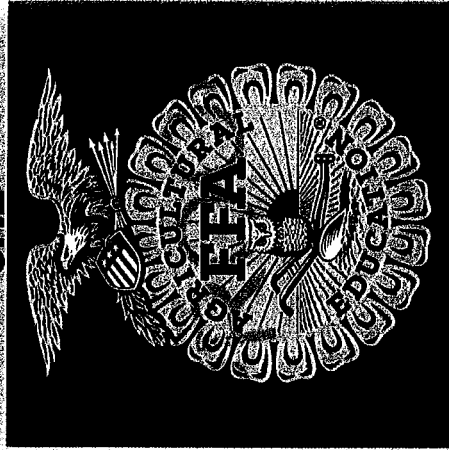
The advisors of the SAE chapter are pleased to welcome you to the 2017-2018 school year. We are excited to have you as part of our team and look forward to a successful year ahead. Our advisors are here to support you in all your SAE endeavors and to help you reach your goals. We will be holding our first advisor meeting on September 12th at 5:00 PM in the SAE room. We hope to see you there!

As each advisor is working with all of you and helping you to reach your goals, we are excited to have you as part of our team. We will be holding our first advisor meeting on September 12th at 5:00 PM in the SAE room. We hope to see you there!

Sincerely,
 Your Advisor, [Name]

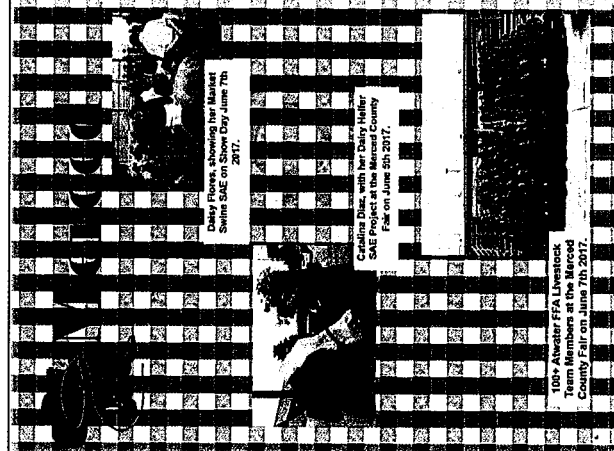
For more information, please contact your advisor or the SAE advisor at [phone number].

SAE



PROJECTS

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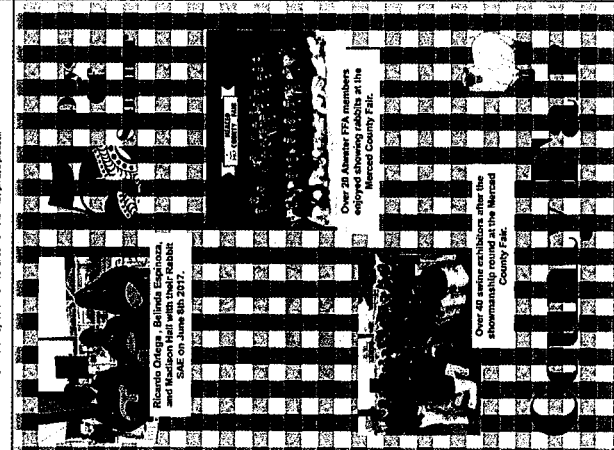


Daisy Flores, showing her Market Swine SAE on Show Day June 7th 2017.

Carolina Diaz, with her Dairy Heifer SAE Project at the Merced County Fair on June 5th 2017.

100+ Merced FFA University Team Members at the Merced County Fair on June 7th 2017.

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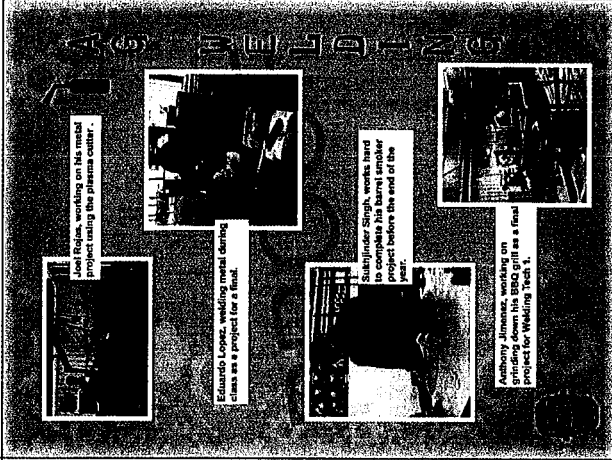


Rhonda Ochoa, showing her Market Swine SAE on Show Day June 7th 2017.

Over 20 Merced FFA members enjoyed showing rabbits at the Merced County Fair.

Over 40 senior exhibitors after the Merced County Fair.

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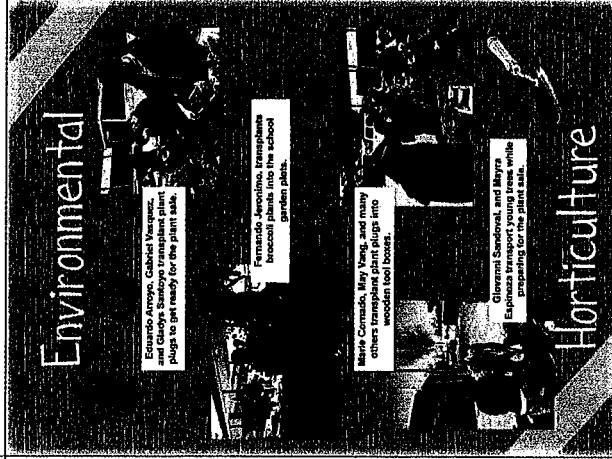
Students working on the final project during the printing process.

Students working on the final project during the printing process.

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Students working on the final project during the printing process.

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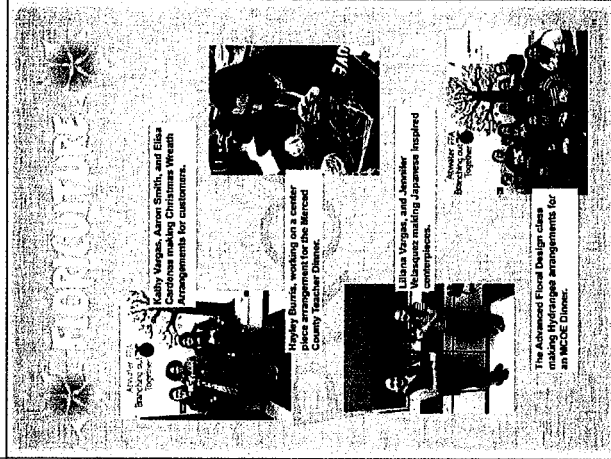
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Students working on the final project during the printing process.

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Amy Egan, working on her jewelry table project for the Alameda FFA plant sale.

Nicholas Gimbrecht, working on his plastic table project as part of his final exam.

Amy Cook, working on her jewelry box project which she will use as a gift for her mother.

Tyler Brimley, working on his dresser project as part of his final exam during Woodshop.

COMPETITION

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Anna Luciano, recently receiving an award for her diligence and dedication.

Zion Brigham, and his family happy to be at the Sectional Project Camp Banquet.

Kaya Briscoe, presenting her rabbit breeding project.

Nicholas Gimbrecht, presenting his wood work project.

Alameda FFA members and staff at the Sectional Project Camp Banquet on February 7th 2018.

COMPETITION

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Amy Catalano, Ceresse Chappoy, Dakota Williams, and the Alameda FFA Ag Explorations transplant plants as part of a class project.

Emmanuel Perini, making sure the baby rabbits are safe, and accompanied by a parent and a teacher.

The Ag Explorations class is working on their final project and are ready for the Alameda FFA plant sale.

Ceresse Chappoy and Amy Gonzalez vet checking the goats as part of a class project.

AG EXPLORATIONS

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COMMUNITY SERVICE

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Abby Wilson, Kara Isham, and Chelsea Thompson preparing boxes for international shipping.



Cassidy Kingston, packing boxes with an assortment of essentials.

Heather Carlin, Sayra Ramos, Melissa Ramos, and Emily McCrimmy packing boxes with supplies.



Sayra Ramos, preparing boxes that will soon be shipped.



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Napa/ Santa Rosa

Alvarado FFA members, Sophia Rhoades, Joel Rojas, and Jose Montanez help with the donation collection.



Alvarado FFA's Vice President, the Alvarado FFA members, and the trailer with donations collected from the community.



Twitter post provided by the Alvarado FFA on October 18th, 2017.

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A young boy is delighted to receive wooden toy trucks from Alvarado FFA.



Edwin Martinez and Vincent Gonzalez deliver toy trucks to young children.



Callie Norton, Vanessa Varela, Natalie Rodriguez, and Alvarado FFA's Edson Guillen help assemble toy trucks for the toy drive.



Twitter post provided by Alvarado FFA.



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NOTE: There may be a 1/8" variance from the final printed product.

30

Twitter post provided by Alvarado FFA on October 18th, 2017.

Alvarado FFA's Vice President, the Alvarado FFA members, and the trailer with donations collected from the community.

Alvarado FFA members, Sophia Rhoades, Joel Rojas, and Jose Montanez help with the donation collection.

Alvarado FFA's Vice President, the Alvarado FFA members, and the trailer with donations collected from the community.

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SHAFFER ELEMENTARY AG DAY



Around 20 Atwater FFA members gathered and presented at the Shaffer Elementary Ag Day to educate students about agriculture.



Event posted on March 20th by Atwater FFA.

Chapter Vice President, Jaramila Sandow, talking about Horticulture during Ag day.



Atwater FFA students talking about Horticulture while describing how to plant carrot seeds in a globe.

Abby Wilson, Belinda Espinoza, Caitie Horton, and Victoria Lopez, talking to students in the 3rd grade about agriculture.



Atwater Beautification



Mr. Vargas, provides direction to students on the areas that need beautification around the Atwater High School.



Dakota Jones, and Tiana Marquez preparing to clean the Atwater High School Campus.



Liz Ramirez, helping clean up the Atwater High School Agriculture Department.

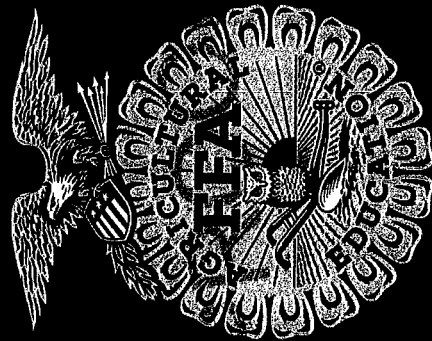


Karenita Vazquez, and Atwater FFA members helping pick up garbage around the Atwater High School Quad.




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LEADERSHIP



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24 Atwater FFA members were glad to participate in the 2017-2018 California State FFA Leadership Conference.

The new 2017-2018 State Officers ready to start a new year of service, including our 2017-2018 National FFA Officer.

CALIFORNIA STATE FFA LEADERSHIP CONFERENCE

ELECTRIFY

California State FFA President thanking Atwater High School staff for their conference support.

Instagram post provided by Atwater FFA.

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OFFICER RETREAT



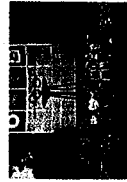
Atwater FFA chapter officers, including their families, are attending the 2017-2018 school year.



Chapter Officers participating in a bonding activity in Nevada.



Zion Brigham, Daisy Flores, McVernon, and Celia Norton ready to go river rafting as a bonding activity.



Atwater FFA Chapter Officers and MMS Officers in Square Valley where the 1980 Winter Olympics took place.

SOLID PHOTO: Indicates where the page will be printed in the printing process
YELLOW: Indicates where the page will be printed in the printing process
NOTE: There may be a 18" variance from the final, printed product.

GREENHAND LEADERSHIP CONFERENCE



36 Freshman attended the Greenhand Leadership Conference on August 25th 2017.



Daniel Narez, and Rylee Wigwag participating in a teamwork activity at GLC on August 25th 2017.



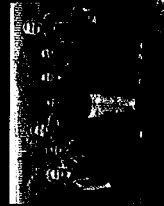
Isa Carapaz, participating in a teamwork activity with other chapters at GLC.



Adrian Venti, and Sinead O'Connell participating in a teamwork activity at GLC on August 25th 2017.

SOLID PHOTO: Indicates where the page will be printed in the printing process
YELLOW: Indicates where the page will be printed in the printing process
NOTE: There may be a 18" variance from the final, printed product.

SOLO



Atwater FFA Chapter officers with State Vice President, Jasmine Flores, getting ready to initiate with MMS Sectional Officers.

Atwater FFA Chapter officers ready to take the leadership skills learned and apply them to the chapter.



Harold Medina, Sectional Officer, and Atwater FFA Chapter Officers at the MMS Leadership Conference held on September 13th 2017.

SOLID PHOTO: Indicates where the page will be printed in the printing process
YELLOW: Indicates where the page will be printed in the printing process
NOTE: There may be a 18" variance from the final, printed product.



Chapter Secretary, Dylan Gullen, meeting with State Officers, Cassandre Knight, and Robby Marley.



Chapter President, Jessica Cardenas, calling new friends.

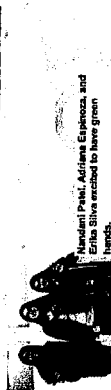


Atwater FFA Chapter Officers ready to Stand up, Stand out, and Stand together for this up coming year.

SOLID PINK: Indicates where the page will be trimmed in the printing process.
YELLOW: Elements in this area may be cropped in the printing process.
NOTE: There may be a 1/8" variance from the final, printed product.

GREENHAND

Patricia Mesa, Simatolot Gamboa, and Carlos Avila opening their hands green as part of national FFA week.



President Pauli Address Espinoza, and Erica Silva excited to have green hands.



Kate Kewenich, opening Mr. Vargas' hand as part of his initiation into the Alvarado FFA program.



Emily Ruiz, Deja Olivera, and Maria Espinoza opening their hands green to start off the day.

DEGREE

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CHAPTER FARMER



Mr. Gosselman, talks to numerous members and guest about the importance of agriculture in the community at the GNCP Banquet.



Lily Sessing and Flor Aguilera embrace Mr. Macintosh after they completed their Chapter Farmer degree.

Michael Bury and Chapter President Jessica Centeno happy to start the Greenland Chapter Farmer Banquet on November 15th 2017.



Chapter Officers with newly elected Greenland Officers on November 15th 2017.

BANQUET

SOLID PINK: Indicates where the page will be trimmed in the printing process.
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Made For Excellence

16 Alvarado FFA members attended the State FFA Leadership Conference for sophomores and juniors.



Natalie Frontella, and Kaya Briscoe talk to State Vice President, Jeanine Pines, and other chapter leaders.



Newspaper article by Alvarado FFA.

Zion Brigham, and Natalie Frontella talk to State Vice President, Jeanine Pines, and other chapter leaders.



Advanced Leadership Academy

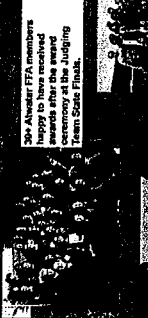
SOLID PINK: Indicates where the page will be trimmed in the printing process.
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FFA




ACTIVITIES


SOLID PINK: Indications where the page will be trimmed in the printing process.
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30+ Alameda FFA members happy to have received their state championship trophy at the judging ceremony at the State FFA Team State Finals.




30+ Alameda FFA members prepared to head to the branch to have some fun before the State Finals Competition.

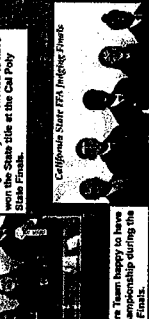


Ms. Venus, Jacqueline Sandoval, and Mrs. Dora Torres, Alameda FFA members, happy to have won a state championship for Floral Design.

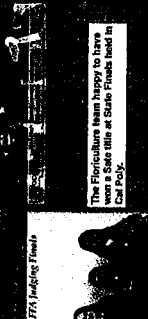
SOLID PINK: Indications where the page will be trimmed in the printing process.
YELLOW: Elements in this area may be cropped in the printing process.
NOTE: There may be a 1/8" variance from the final printed product.




The Marketing Team team happy to have placed 5th at the State FFA Judging Team Finals.



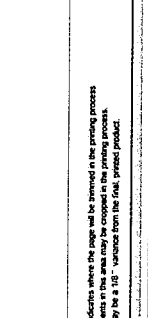
The Agronomy Team excited to have won the State title at the Cal Poly State Finals.




California State FFA Judging Finals



The Horticulture Team happy to have won a state championship during the Cal Poly State Finals.



California State FFA Judging Finals



The Floriculture team happy to have won a State title at State Finals held in Cal Poly.

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25 Alameda FFA members getting ready for the state championships and enjoy the beach.



Alameda FFA members getting ready for the state championships and enjoy the beach.




Alameda FFA members getting ready for the state championships and enjoy the beach.




Alameda FFA members getting ready for the state championships and enjoy the beach.

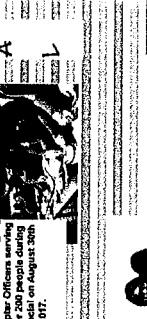
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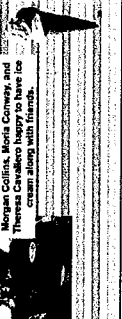
Alameda FFA members getting ready for the state championships and enjoy the beach.



Alameda FFA members getting ready for the state championships and enjoy the beach.

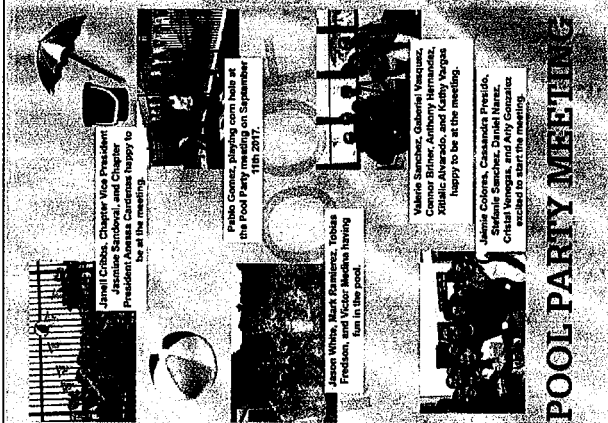


Alameda FFA members getting ready for the state championships and enjoy the beach.



Alameda FFA members getting ready for the state championships and enjoy the beach.

SOLID PHOTO: Indicates where the page will be printed in the printing process.
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POOL PARTY MEETING

Jason White, Mark Ramirez, Tobias Freidman, and other students having fun at the pool.

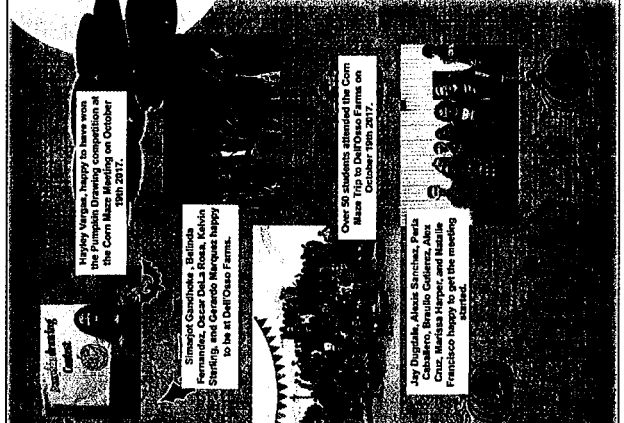
David Cohen, Chapter Vice President, Jamiee Sandoval, and Chapter President Ayesha Christmas happy to be at the meeting.

Patricia Gomez, Chapter Vice President, and other students at the Pool Party meeting on September 11th 2017.

Valerie Sanchez, Gabriela Vasquez, Connor Binner, Anthony Hernandez, Xitac Alvarado, and Kathy Vargas happy to be at the meeting.

Jessie Colon, Cassandra Presido, Stefanie Sanchez, Daniel Narez, Cristel Venegas, and Amy Gonzalez happy to be at the meeting.

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Hayley Vargas, happy to have won the Pumpkin Drawing competition at the Corn Maze event on October 19th 2017.

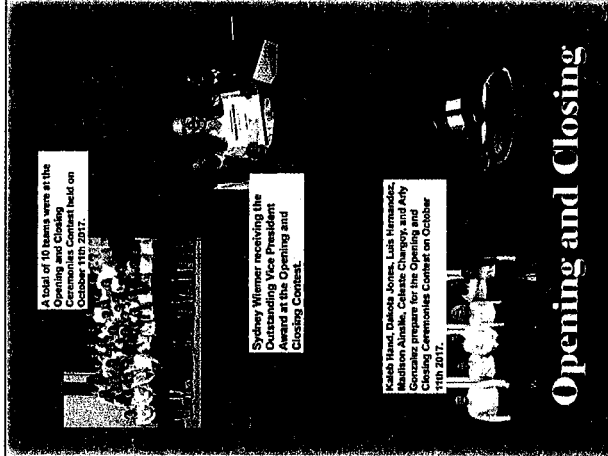
Students, Chapter Vice President, Fernando, Oscar Dela Rosa, Kevin Serrano, and Gerardo Marquez happy to be at Del'Osco Farms.

Over 50 students attended the Corn Maze Trip to Del'Osco Farms on October 19th 2017.

Jay Dugdale, Alvaro Sanchez, Felix, and other students at the Corn Maze event.

Chris, Marissa Harper, and Natalie Francisco happy to get the meeting started.

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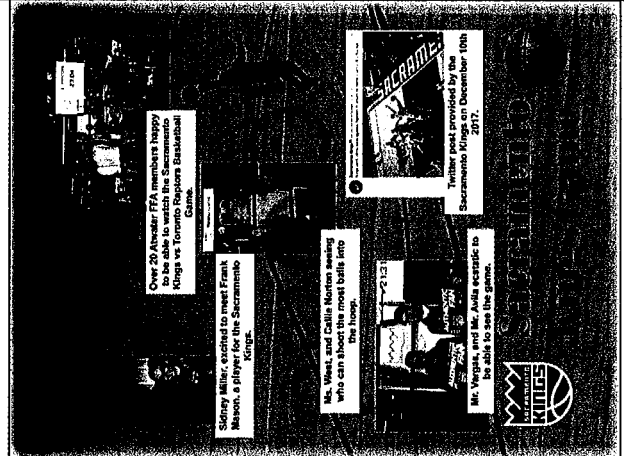
A total of 10 teams were at the Opening and Closing Ceremonies on October 11th 2017.

Sydney Wiener receiving the Outstanding Vice President Award at the Opening and Closing Contest.

Kelly Reed, Dakota Jones, Luis Hernandez, Madison Alonzo, Collette Chagnoy, and Amy Gonzalez prepare for the Opening and Closing Ceremonies Contest on October 11th 2017.

Opening and Closing

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Over 20 Alexander FFA members happy to be able to watch the Sacramento Kings vs Toronto Raptors Basketball Game.

Sidney Miller, excited to meet Frank Johnson, a player for the Sacramento Kings.


Mrs. West and Callie Norton seeing who can shoot the most balls into the hoop.

Mrs. Vargas and Mr. Aida see what he is able to see the game.

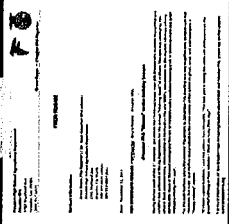
Twitter post provided by the Sacramento Kings on December 10th 2017.

SACRAMENTO KINGS


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Over 50 Alhambra FFA members attended the Morning Wave Meeting on December 8th 2017.



Newspaper Article provided by Alhambra FFA.




Juanita Sandoval, Anna Lozano, Anessa Cardenas, Colby Platt, and others happy to have the meeting start.




Glenn Sanchez, Maria Rueda, and Chaermy Plutuff happy to be celebrating the holidays.


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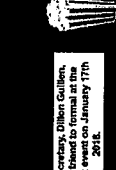
Maria Espinoza, Mariel Rose, Isabella Marillo, and Belinda Paz excited to start the meeting.



Daisy Flores and Kaiti Karmach happy to be a part of the Alhambra FFA's 2018 Galeno's Movie Night.




Slavay Miller and Sydney Barnes talking about the upcoming events at the Movie Night event.




Chapter Secretary, Dillon Guillen, asking his friend to formal at the Movie Night event on January 17th 2018.


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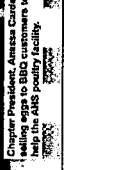
Alhambra FFA members participating in the drive thru BBQ.



Alhambra FFA members participating in the drive thru BBQ.

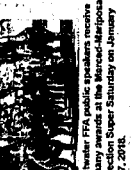


Alhambra FFA members participating in the drive thru BBQ.

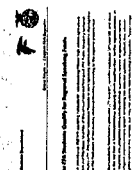


Alhambra FFA members participating in the drive thru BBQ.


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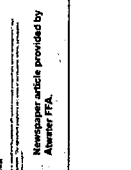
Alhambra FFA members participating in the drive thru BBQ.



Alhambra FFA members participating in the drive thru BBQ.



Alhambra FFA members participating in the drive thru BBQ.



Alhambra FFA members participating in the drive thru BBQ.

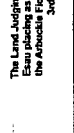
SOLID PINK: Indicates where the page will be trimmed in the printing process.
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Arbuckle Field Day

Daisy Flores, happy to have placed in the Job Interview Contest at Arbuckle Field Day on February 3rd 2018.



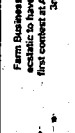
The Land Judging Team with Audrey Evans placing as a high individual at the Arbuckle Field Day on February 3rd 2018.



The Agronomy Team excited to have placed 2nd at Arbuckle Field Day on February 3rd 2018.



Farm Business Management Team excited to have placed at their very first contest at Arbuckle on February 3rd 2018.



Over 40 Member FFA members attended the Arbuckle Field Day on February 3rd 2018.



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NATIONAL FFA WEEK

Ag Biology students showing gains spent on campus during National FFA Week.



Instagram post shared by Arbutus FFA.



Over 40 Arbutus FFA members attended the National FFA Week which involved having a guest on March 1st 2018.



Over 40 Arbutus FFA members attended the Annual National FFA Week basketball game at El Capitan High School on February 29th 2018.



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The Poultry Team was happy to have placed 2nd at the UC Davis Field Day on March 3rd 2018.



The Land and Soil Evaluation Team ready to compete at the West Hills Field Day on March 3rd 2018.



The Meat Evaluation Team happy to have received 5th place at the UC Davis Field Day on March 3rd 2018.

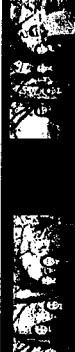


The Agriculture Mechanics Team happy to have had a day of learning at the West Hills Field Day on March 3rd 2018.

UC Davis / West Hills

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CHICO STATE FIELD DAY



The Floral Judging Team on March 10th 2018.



The S.L.C. Team on March 10th 2018.



Over 40 Arbutus FFA members attended the Chico State Field Day on March 10th 2018.



The Dairy Products Team happy to have placed 2nd on March 10th 2018.



The Horticulture Team on March 10th 2018.



The Poultry Judging Team happy to have placed 1st on March 10th 2018.

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Merced College Field Day

24 Alvarado FFA members competed in the Merced College Field Day.

Instagram post provided by Alvarado FFA on March 11, 2018.

Newsprint Article provided by Alvarado FFA.

Newsprint Article provided by Alvarado FFA.

SOLID PINK: Indicates where the page will be printed in the printing process.
YELLOW: Elements in this area may be cropped in the printing process.
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CAL POLY

Newsprint Article provided by Alvarado FFA.



Over 40 Alvarado FFA members competed at the 2018 Cal Poly State Finals on May 3rd, 2018.



The Land and Soil Evaluation Team competed at the 2018 Cal Poly State competition.



The Farm Business Management Team happy to have placed 3rd at Cal Poly State Finals.

STATE FINALS 2018

M

Summer Activities Schedule

Atwater FFA keeps its summer activities schedule on our chapter calendar and web page, which is available to all students and advisors. All activities for student participation are entered into the calendar. Following are the pages for this past summer's activities.

The agreement between the Merced Union High School District Teacher Association and Merced Union High School District does not state that vocational agricultural instructor keep track of their summer hours on the extended contract. A simple log can be filled out by each agriculture instructor to keep track of extra hours spend during summer activities such as CATA summer conference and Merced County Fair. Included is a sample of this log.

Attached you will find:

- Summer Activities*
- Ag Teacher Time Card*

Merced Union High School District Attendance Record -Template

Name: Davenport Kaylyn M.
LAST FIRST MIDDLE

Position: Agriculture Teacher Location: _____

Ref ID Number _____

School Year: 2018-19

Contract Year (Days): 200

Reminder: All administrators are to be on duty 2 weeks before August 15th and 2 weeks after June 7th.

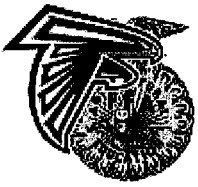
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total X Days	Other Days	Grand Total		
Jul	X	X	X	X	X																X	X	X	X	X	X	X									
Aug						X	X	X																												
Sep							X	X																												
Oct						X							X							X		X														
Nov										X							X																			
Dec															X																					
Jan																																				
Feb		X	X																																	
Mar		X	X						X														X													
Apr													X			X				X	X	X	X	X	X	X	X									
May				X						X	X						X																			
Jun	X							X		X	X		X										X	X	X	X	X									
Remaining Days: #####																															Year Totals:					

X - Days worked (Monday - Friday)
X2 - Half day (Monday - Friday)
S - Personal illness
B - Bereavement
PL - Parental Leave

P - Personal emergency
N - Personal business
J - Jury duty
C - Court summons
V - Vacation
H - Holiday
F - Flex

D - District/School business
(include Saturday and/or Sunday)
SD - District/Staff Development
D2 - Half day District/School business
W - Workers Comp. illness/accident
Use double letters for half-day combinations

Kaylyn Davenport
Signature



Event Calendar

Atwater High School FFA

June 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2 Merced County Fair	3 Merced County Fair	4 Merced County Fair	5 Merced County Fair	6 Merced County Fair	7 Merced County Fair	8 Merced County Fair
9 Merced County Fair	10	11 Merced Fair Student Check Pick-Up / AET Record Book 8:00am - 3:00pm	12	13 FFA "Point Award" Trip	14	15
16 Father's Day	17	18	19	20	21	22
23 CATA Summer Conference 8:00am - 9:00am	24 CATA Summer Conference 8:00am - 9:00am	25 CATA Summer Conference 8:00am - 9:00am	26 CATA Summer Conference 8:00am - 9:00am	27 CATA Summer Conference 8:00am - 9:00am	28	29
30						

Legend:

Atwater Ag Dept. Staff

Atwater FFA Students

Atwater High School

N

Graduate Follow-Up Survey

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

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

Each year, every student graduated senior fills out a graduate follow-up survey. From the information on the survey, the students are contacted the following year to gather information and feed-back. Each follow-up survey will be placed in the appropriate program completer's file within the agriculture department. Following is an example of this form.

Attached you will find:

- *Graduate Follow-Up Survey*



AHS Ag Department Graduate Follow-up

* Required

Email address *

Your email

Last Name *

Your answer

First Name *

Your answer

Address *

Your answer

Phone # *

Your answer



Years in Atwater FFA Ag Program *

☐ 1

☐ 2

☐ 3

☐ 4

Area of Agriculture Study in Atwater FFA *

☐ Agriscience

☐ Agriculture Mechanics

☐ Animal Science

☐ Ornamental Horticulture



Pathway Certifications Earned (check all that apply) *

- ☐ Ag Mechanics CTE Tier 1
- ☐ Ag Mechanics CTE Tier 2
- ☐ Floral CTE Tier 1
- ☐ Floral CTE Tier 2
- ☐ Horticulture CTE Tier 1
- ☐ Agriscience- Sustainable Ag Biology CTE Tier 1
- ☐ Agriscience- Ag Soil & Chemistry CTE Tier 1
- ☐ Briggs & Stratton Certification
- ☐ YQCA (Youth Quality Assurance/Fair Requirement)
- ☐ None

Articulation 2+2/ Dual Enrollment *

- ☐ Welding- Merced College
- ☐ Horticulture- Merced College
- ☐ Veterinary Science- Modesto Junior College
- ☐ Ag Leadership- Merced College
- ☐ None



What are your future plans for NEXT year? (Select that all that apply) *

- ☐ Attend 2-year college
- ☐ Attend 4-year college
- ☐ Work part-time (ag related)
- ☐ Work part-time (non-ag related)
- ☐ Work full time (ag related)
- ☐ Work full time (non-ag related)
- ☐ Join Military
- ☐ Other:

What major if you are attending college next year?

Your answer

What are your career goals? *

Your answer

SUBMIT

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Google Forms



O

Graduate Status

The Atwater FFA does not have the most accurate and up to date graduate records. It is hard many times to locate a make contact with a majority of our students.

We have used the Vo-Ag graduate follow-up for California to keep track of the past year's graduates. Atwater FFA plans to continue using the California FFA graduate follow-up to keep a good record of our graduates.

Attached you will find:

- *Graduate Status*

Welcome,
Kaylyn Davenport



CALIFORNIA AGRICULTURAL EDUCATION

EXPLORE
Agricultural Education

PARTICIPATE
Students & Members

TEACH
Teachers & Advisors










SUPPORT
Alumni & Parents

GIVE
Sponsors & Donors

California Ag Ed Online

Dashboard









Post Graduate Follow-Up

	Home
	Account Settings
	Account Balance State Balance: \$25.50 Region Balance: \$-345.00
	Student Roster Set Student Access Code
	FFA Membership
	Post Graduate Data
	Event Registration
	CDE Field Days Registration
	Livestock Insurance
	State Ag Ed

Students by Graduation Year (160 Students) 2018

Only students with 3 or more years in Ag Ed will be shown in this list.

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601362422	2018	3	Two Year College - Non-Ag Major
	601362425	2018	4	Military
	601362426	2018	4	Two Year College - Non-Ag Major
	601362427	2018	3	Location or Position Unknown
	601362429	2018	4	Two Year College - Non-Ag Major
	601362432	2018	3	Location or Position Unknown
	601362435	2018	3	Two Year College - Non-Ag Major
	601640880	2018	3	Two Year College - Ag Major

	Data Reports
	State Course Summary
	Application Center
	Directory
	Order Paper Record Books
	Go to My FFA.org Account
	Go to My AET Account
	Go to Degree/Application Manager

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
[REDACTED]	600980135	2018	3	Two Year College - Ag Major
[REDACTED]	601362437	2018	3	Employed - Fulltime - Non-Ag Job
[REDACTED]	601362438	2018	3	Two Year College - Ag Major
[REDACTED]	601362440	2018	3	Employed - Parttime - Non-Ag Job
[REDACTED]	601362702	2018	3	Location or Position Unknown
[REDACTED]	601362707	2018	4	Two Year College - Ag Major
[REDACTED]	601362708	2018	3	Two Year College - Ag Major
[REDACTED]	601362716	2018	3	Four Year College - Non-Ag Major
[REDACTED]	601362717	2018	4	Four Year College - Non-Ag Major
[REDACTED]	601362718	2018	4	Two Year College - Ag Major
[REDACTED]	601362719	2018	3	Two Year College - Non-Ag Major
[REDACTED]	601641631	2018	3	Four Year College - Non-Ag Major
[REDACTED]	601362983	2018	3	Employed - Parttime - Non-Ag Job
[REDACTED]	601362986	2018	4	Four Year College - Non-Ag Major
[REDACTED]	601362987	2018	3	Two Year College - Non-Ag Major
[REDACTED]	601641396	2018	3	Two Year College - Ag Major
[REDACTED]	601362996	2018	4	Two Year College - Ag Major
[REDACTED]	601362999	2018	4	Location or Position Unknown
[REDACTED]	601363001	2018	3	Four Year College - Ag Major
[REDACTED]	601363003	2018	4	Four Year College - Ag Major
[REDACTED]	601363004	2018	4	Employed - Fulltime - Non-Ag Job
[REDACTED]	601363005	2018	4	Employed - Fulltime - Non-Ag Job
[REDACTED]	601363007	2018	3	Two Year College - Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601363011	2018	3	Two Year College - Non-Ag Major
	601363010	2018	3	Two Year College - Non-Ag Major
	600980336	2018	3	Location or Position Unknown
	601641864	2018	3	Two Year College - Non-Ag Major
	601363015	2018	3	Location or Position Unknown
	601363161	2018	3	Employed - Fulltime - Ag Job
	601363162	2018	4	Employed - Fulltime - Ag Job
	601363170	2018	3	Employed - Fulltime - Ag Job
	600980210	2018	3	Four Year College - Ag Major
	601363173	2018	3	Two Year College - Non-Ag Major
	601363174	2018	5	Two Year College - Ag Major
	601641884	2018	3	Employed - Parttime - Non-Ag Job
	601363176	2018	5	Four Year College - Ag Major
	601363180	2018	3	Two Year College - Ag Major
	601641892	2018	3	Two Year College - Non-Ag Major
	601363497	2018	5	Four Year College - Ag Major
	601363500	2018	3	Two Year College - Non-Ag Major
	601641896	2018	3	Location or Position Unknown
	601363503	2018	4	Two Year College - Ag Major
	553105834	2018	4	Employed - Fulltime - Non-Ag Job
	600980430	2018	3	Location or Position Unknown
	601363509	2018	4	Employed - Fulltime - Ag Job
	601641912	2018	3	Two Year College - Non-Ag Major
	601363514	2018	3	Location or Position Unknown

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601642439	2018	3	Military
	601363517	2018	4	Two Year College - Non-Ag Major
	601363518	2018	3	Employed - Parttime - Non-Ag Job
	601363519	2018	3	Location or Position Unknown
	601363525	2018	3	Employed - Parttime - Non-Ag Job
	601363526	2018	5	Two Year College - Ag Major
	601363527	2018	3	Four Year College - Non-Ag Major
	601363528	2018	3	Location or Position Unknown
	601363529	2018	3	Four Year College - Non-Ag Major
	600979161	2018	3	Employed - Fulltime - Ag Job
	601363531	2018	4	Four Year College - Non-Ag Major
	600979171	2018	3	Location or Position Unknown
	601642897	2018	3	Two Year College - Non-Ag Major
	600979175	2018	3	Military
	601642899	2018	3	Location or Position Unknown
	601642904	2018	3	Four Year College - Non-Ag Major
	601363607	2018	4	Two Year College - Non-Ag Major
	601363608	2018	3	Employed - Parttime - Non-Ag Job
	601642910	2018	3	Employed - Parttime - Ag Job
	601363609	2018	3	Location or Position Unknown
	601363610	2018	3	Location or Position Unknown
	601363616	2018	3	Two Year College - Non-Ag Major
	601363618	2018	3	Military

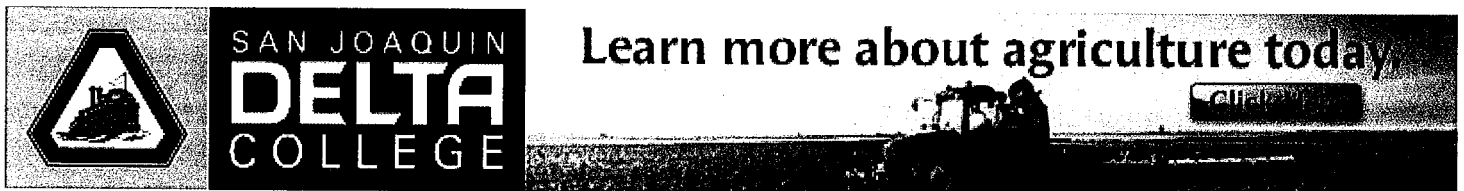
NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601363619	2018	3	Employed - Fulltime - Non-Ag Job
	601363620	2018	5	Two Year College - Ag Major
ce	601363621	2018	4	Two Year College - Ag Major
on	601363622	2018	4	Employed - Fulltime - Non-Ag Job
a	601364044	2018	4	Two Year College - Non-Ag Major
	600980354	2018	3	Two Year College - Non-Ag Major
	601364045	2018	3	Four Year College - Non-Ag Major
	601364046	2018	3	Employed - Parttime - Non-Ag Job
	601364048	2018	3	Two Year College - Ag Major
ha	601364049	2018	5	Four Year College - Ag Major
	601364052	2018	3	Employed - Parttime - Non-Ag Job
	601364053	2018	3	Employed - Parttime - Non-Ag Job
	553703543	2018	3	Employed - Parttime - Ag Job
	601643394	2018	3	Military
	601364058	2018	4	Two Year College - Ag Major
	601364067	2018	3	Not Entered
	601364170	2018	4	Four Year College - Ag Major
	601364172	2018	4	Two Year College - Non-Ag Major
	601643418	2018	3	Four Year College - Non-Ag Major
	601643423	2018	3	Two Year College - Non-Ag Major
	601364175	2018	4	Two Year College - Ag Major
	601364176	2018	3	Not Entered
	601364178	2018	4	Four Year College - Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601364179	2018	3	Not Entered
	600979178	2018	3	Not Entered
ham,	601364182	2018	3	Four Year College - Non-Ag Major
	601364185	2018	3	Four Year College - Non-Ag Major
	601364071	2018	3	Four Year College - Non-Ag Major
	601364073	2018	3	Not Entered
	601364074	2018	4	Four Year College - Non-Ag Major
owie	601364075	2018	3	Not Entered
	601364077	2018	3	Not Entered
e	601364079	2018	3	Not Entered
	601470237	2018	5	Four Year College - Ag Major
	601364090	2018	4	Not Entered
	601364091	2018	5	Two Year College - Ag Major
	601364093	2018	3	Not Entered
	601362443	2018	3	Not Entered
ana	601362446	2018	3	Four Year College - Non-Ag Major
on,	601362447	2018	4	Not Entered
esar	601362450	2018	3	Not Entered
	601643940	2018	3	Employed - Parttime - Ag Job
	601362459	2018	4	Not Entered
	601362461	2018	3	Not Entered
	601362463	2018	3	Not Entered
	601362464	2018	3	Not Entered
	601362465	2018	4	Not Entered

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601362466	2018	4	Four Year College - Ag Major
in	601362467	2018	3	Two Year College - Non-Ag Major
	601362723	2018	3	Two Year College - Ag Major
	601362727	2018	3	Location or Position Unknown
	601362728	2018	3	Employed - Fulltime - Non-Ag Job
	601362734	2018	3	Employed - Parttime - Non-Ag Job
el	553106345	2018	5	Two Year College - Ag Major
ee	601640904	2018	3	Four Year College - Non-Ag Major
	601362737	2018	3	Four Year College - Ag Major
	601362738	2018	3	Two Year College - Ag Major
	601362740	2018	4	Location or Position Unknown
	601363018	2018	3	Two Year College - Non-Ag Major
	601363019	2018	3	Employed - Fulltime - Non-Ag Job
	601363021	2018	4	Two Year College - Non-Ag Major
	601363022	2018	4	Four Year College - Ag Major
	601363023	2018	3	Four Year College - Ag Major
	601363025	2018	3	Employed - Parttime - Non-Ag Job
	601363027	2018	3	Employed - Parttime - Non-Ag Job
	601363031	2018	4	Two Year College - Ag Major
	601263009	2018	4	Four Year College - Ag Major
	601363100	2018	3	Location or Position Unknown
	601363109	2018	3	Four Year College - Non-Ag Major
	601363110	2018	4	Two Year College - Non-Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
	601363181	2018	4	Four Year College - Non-Ag Major
	601363184	2018	4	Two Year College - Non-Ag Major
	601363185	2018	3	Four Year College - Non-Ag Major
	601363186	2018	3	Employed - Fulltime - Ag Job
	601363190	2018	4	Four Year College - Non-Ag Major
	601363195	2018	3	Employed - Fulltime - Ag Job
	601363198	2018	4	Four Year College - Non-Ag Major
	601363537	2018	3	Two Year College - Ag Major
	601363541	2018	4	Four Year College - Ag Major
	601641919	2018	3	Location or Position Unknown
	601363543	2018	4	Employed - Parttime - Ag Job
	601363547	2018	3	Two Year College - Non-Ag Major

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Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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P
Comprehensive Plan

A copy of the comprehensive plan for Atwater High School can be found in a separate binder labeled "Comprehensive Program Plan." This binder is updated annually and has received approval from the state to maintain program certification and incentive grant funds.

Q

Advisory Committee Minutes

The Atwater FFA Advisory Committee meets twice a year. Here we discuss business relevant to our program's success for the upcoming year. Those invited to participate in the fall meeting are Agriculture instructors, committee members, industry representatives, and other special guests.

Our spring advisory committee meeting focuses on recruitment, summary of the year's success thus far, and proposals for future changes to better our department. This meeting includes Agriculture instructors, committee members, 8th grade principals, administration, and counselors, AHS administration and counselors, and other special guests.

Attached you will find:

- *Advisory Committee Meeting Minutes*

Atwater High School Agriculture Department

Fall 2018 Ag Advisory Meeting

December 05, 2018

Atwater High School
Agriculture Department Advisory Committee Meeting
Wednesday, December 5, 2018 – AHS Ag Department
6:00 PM

2018– 2019 Advisory Committee Members

TERM: 2016 – 2019

_____	Frank Dutra	Farmer
_____	Nancy Arnold	Retired Middle School Counselor
_____	Richard Freitas	Firefighter / 4-H Dairy Cattle

TERM: 2017 – 2020

_____	Brad Kessler	Uncle Bucks Blaze n BBQ, Inc
_____	Mark Anglin	Retired Dean of Agriculture – MJC
_____	Mike Morales	Modesto Junior College Agriculture Instructor

TERM: 2018 – 2021

_____	Nikki Maddux	Merced College Instructor / Animal Science
_____	Ed Palomino	WestAir Gases
_____	Paul van Warmerdam	Dairyman

Invited Special Guest(s)

_____	Torrin Johnson	Atwater High School Principal
_____	Mike Hammer	Atwater High School Associate Principal
_____	Bob Valladao	Atwater High School Associate Principal
_____	Rita Schroeder	Atwater High School Associate Principal
_____	Robert Nunes	Atwater High School Associate Principal
_____	Nathan Braga	Director of Activities
_____	Phoua Yang	Atwater High School Counselor (Class of 2021)
_____	Daniela Rodriguez	Atwater High School Counselor (Class of 2020)
_____	Nancy Madrigal	Atwater High School Counselor (Class of 2019)
_____	Manhsio Saephanh	Atwater High School Counselor (Class of 2018)
_____	Alan Peterson	MUHSD Superintendent
_____	Ralph Calderon	MUHSD Asst Superintendent – Human Resources
_____	John Medearis	MUHSD Board of Trustees

_____	Dave Honey	MUHSD Board of Trustees
_____	Richard Lopez	MUHSD Board of Trustees
_____	Julio Valadez	MUHSD Board of Trustees
_____	Greg Opinski	MUHSD Board of Trustees
_____	Erin Hamm	MUHSD Board of Trustees Elect
_____	Tiffany Pickle	MUHSD Board of Trustees Elect
_____	Costa Aguilar	MUHSD Executive Director Technology and Innovation
_____	Scott Weimer	MUHSD Executive Director Curriculum & Instruction
_____	Barb Tanzillo	MUHSD CTE Compliance and Accountability
_____	_____	_____
_____	_____	_____

AHS Ag Department

Instructors

_____	Dave Gossman	_____	Sam Meredith	_____	Kim Macintosh
_____	Kaylyn Davenport	_____	Dan Flatt	_____	Natalie Borba
_____	Shelby West	_____	Jose Vargas	_____	Taylor Helton
_____	Danielle Hyatt				

- I. **Dinner**
- II. **Introduction of Committee, Guests and Instructors**
- III. **Minutes from the Previous Meeting**
- IV. **Recognition of New Ag Advisory Committee Members**
- V. **Review of 2018-2019 Goals**

Highlights -

- NEW Floral Fridge Trailer (CRAECP)
- NEW Passenger Van (CRAECP)
- Pathway Certification (industry recognized) "Pilot" Tests Completed in '17-'18
- Kaylyn Davenport Industry Certified Florist
- Fall 2018 State Champion Cotton Team

VI. **Program of Activities Presentation (POA)**

- 2018-2019 Goals (*Page 5-6 in POA*)
- Calendar of Activities (*Page 7-12*) (*also available on www.AwaterFFA.org*)

VII. **2018 – 2019 Budget Overview** (*General Operational Budget*)

- Page # 60 of POA
- CRAECP Grant Update
 - o Additional Allocation Approved:
 - (\$17,500)
 - Animal Science Lab Models
 - Floral Trailer / Class Racks/Storage
 - OH Nursery Plant Benches
 - Pole Barn Rabbit / Animal Science Shed
 - Turfgrass / Sports Field Course Equipment (NEW for '19-'20)
- CTIEG Grant Update
 - o District funded shop electrical upgrade / revision (\$390,000) – *Not listed on budget*
 - o (Site) Downdraft Welding Tables, Air Compressor, Ford Truck (\$125,00)

VIII. Program / Agriculture Courses / R – 2 Data

A. Overall Program Objectives

1. Provide students the resources and opportunities for personal growth, educational development, and career success.
2. Get students involved
3. Maximize the agricultural education model
 - Classroom
 - FFA
 - SAE (apply classroom/FFA experience through “hands-on” application)

B. 2018-2019 Program Status/Update (*Enrollment Data on Page 57 & 58 of AHS Program of Activities*)

1. 1109 Individual Agriculture Students (*Largest # of students in program history / Largest in Nation*)
2. Primary Reasons for Overall Sustained Growth
 - **Expanded student schedule (7 period day) – Expanded access and opportunities**
 - Organized/Established Pathways and Courses (State CTE Ag Pathways) – Page 59 of Program of Activities
 - * Ag Mechanics
 - * Agriscience
 - * Ornamental Horticulture (Floral / Horticulture)
 - 9th Grade Ag/FFA “Foundation” Courses/Enrollment
 - Quality of Ag Biology / Earth Science Curriculum / NEW Ag Soil & Chemistry Course
 - Expanded opportunities with “advanced” / pathway agriculture courses including Floral II, Animal Anatomy & Physiology, Ag Soil & Chemistry, Ag Economics/Government, and Horticulture.
 - Students have “bought” into program - Students are involved in/out of the classroom
 - **Trend of increased focus/attention on CTE courses and education**

3. Enrollment Comparisons ('17-'18 vs '18-'19)

	2017-2018	2018-2019	% Change
Highest Increase % and Growth			
Ag Soil and Chemistry	0	76	100%
Animal Anatomy and Physiology	0	33	100%
Ag Wood Construction III	2	7	71%
Veterinary Science	38	76	50%
Equipment Construction	12	23	48%
Art and History of Floral Design II	32	55	42%
Ag Wood Construction I	56	95	41%
Ag Economics / Government	39	64	39%
Welding Tech II	19	29	34%
Environmental Horticulture	38	55	31%
Art and History of Floral Design I	159	195	18%
Steady % and Growth			
Ag Shop Skills	135	156	13%
Small Engines	86	99	13%
Adv Sm Eng / Power Mechanics	26	29	10%
Ag Wood Construction II	19	21	10%
Exploration in Agriculture	70	73	4%
Welding Tech I	79	81	2%
Highest Decrease % and Growth			
Ag Biology	249	216	-15%
Ag Earth Science	203	159	-28%
Ag Leadership	55	22	-150%
Ag Food Science	34	N/A	N/A
Ag Life Science	30	N/A	N/A
Student Course Enrollment Totals	1381	1564	12%
Individual Ag Students	1038	1109	6%

Highlight Summary of Enrollment Data and Comparison Data

- Expanded Access and Opportunities (7 Period Day) – Correlates with increase enrollment in Ag CTE enrollment. Expect increase in pathway retainment (4 year ag student) over next 3 years.
- Ag Soil & Chemistry (UCCI course) and Animal Anatomy & Physiology – Both courses ADDED this year due to expanded 7 period school day. Ag Soil/Chem is capstone

Agriscience capstone course. Animal Anatomy/Physiology course is expanded
Animal Science pathway sequence course.

- Shop Course Increase – 1st time ALL shop related course enrollment increased.
- Most IMPORTANT FOUNDATION Courses Remain:

Exploration in Agriculture (9th grade NON-shop ag students) Curriculum

- * California Agriculture
- * FFA / Leadership
- * Public Speaking
- * FFA / Ag Record Keeping (business, accounting, etc...)
- * Animal Science
- * Plant Science / OH
- * Agriculture Careers

Ag Shop Skills (9th grade shop students) Curriculum

- * FFA / Leadership
- * Public Speaking
- * FFA / Ag Record Keeping (budgets, accounting, etc...)
- * General Shop Safety
- * Rope Work (knots, hitches, etc...)
- * Concrete
- * Electricity and Wiring
- * Wood Working
- * Sheet Metal / Cold Metal
- * Plumbing
- * SMAW Welding
- * Ag Careers

- Decrease in Enrollment – Both Ag Bio and Ag Enrollment dropped. Ag Leadership #'s dropped due to removal of "0" period an ability of students to take an agriculture course within their regularly scheduled 7 period day.

4. Program / Facility Updates

- Approved NEW Courses for 2019-2020:
 - Turfgrass and Sports Field Management – Supported by national Sports Turf Manager's Association (STMA) organization. Believe only course in CA high schools. Lots of opportunity for student skill development and community, school, and district involvement/activity. Course will be capstone OH pathway course with prerequisite on student taking Env Hort prior.
 - Ag Facility Assistant – Designed similarly as "Class Assistant", however focus on ag facility operation (rabbits, poultry, nursery, shop, etc...)

- Expanded Rabbit Facility – Community/industry assisted students with small concrete slab and grant funding provided shed for expanded rabbits which results in expanded student involvement/opportunity.
- AIG Direct District Match Continued – A much appreciated “Thank You” for district continuing “direct matching” Ag Incentive Grant Funds as was intended by the grant.
- Positive Impact of School, District, Community, and Industry Support – Direct correlation towards support of the agriculture program and production in student involvement/achievement.
- Increased District/School State/National Exposure - Staff continues to take more leadership roles/responsibilities with State Dept. of Ed, California Association of Agricultural Teachers (CATA) and National Association of Agricultural Educators (NAAE).
- Current ag staff involved with state certification(s) for agriscience, ag mechanics, and horticulture pathways. “Pilot” certification completed last spring. Primary roll-out this spring. Process influenced with CRAECP Grant

X. **Program Priorities and Goals for 2018-2019**

A. Strengthening of Opportunities for Students to Complete 4 Year Agriculture Pathway

1. Recruit (2018) and GAIN strong student enrollment in “Foundation” courses Year #1.
 - **Exploration in Agriculture** (Ag Science Pathway)
 - **Ag Shop Skills** (Ag Mech Pathway)
 - **Ag Biology / Ag earth (?)**(Agriscience Pathway)
2. Due to Expanded 7 Period Day, Expand NEW Ag Pathways and Courses
 - Agriscience Pathway
 - NEW “Agriculture and Soil Chemistry” course (UCCI) and capstone
 - Animal Science Pathway
 - “Animal Anatomy and Physiology” course
 - Agribusiness Pathway
 - “Ag Communications” course
 - “Ag Sales and Marketing” course

(See page # 56 in POA)
2. Maintain / expand enrollment in “advanced” agriculture pathway courses
3. Benefits / Advantages to Four Year Pathway Students
 - Increase school involvement

- Increase motivation/desire towards academics/careers
- Increase college / university / trade school enrollment

B. Pathway Certification Development / Implementation

1. Atwater High School Ag program will be piloting Floral, Horticulture, and Agriscience certification tests this spring.

XI. Vision for Future Growth / Opportunity

A. Encourage District Towards Expansion of Class Periods / Opportunities (Mandatory 7 Period Day or Year-long Block Schedule)

- Any/all opportunities to expand a student's opportunity to take and/or explore more courses outside the current "6 Period" parameter would benefit ALL students. Current system places numerous limits on student interests. Demand exceeds supply.
- When asking students "What are your plans after high school?" Most common answer (overwhelmingly) is "I don't know". More courses (graduation credits) required = more access and opportunities for students to explore interests (direction in life), develop/increase "skill based learning" that reflects needs/interests of student(s), and etc...
- Extended class periods would expand CTE enrollment and allow for students to gain pathway skill development and future "certifications" within CTE being developed.

B. Expand CTE Ag Pathways to Include Animal Science and Ag Business. With decline in state's Business CTE pipeline (teacher shortage, scheduling, etc...), AHS Ag can umbrella business pathway with equivalent ag business courses (see pathway chart). Situation would need expansion of student access/opportunities through additional required school period(s). Expansion of student access/opportunities (extra period(s)) would enable addition of animal science course to complete Animal Science pathway.

C. Add (Hire) Additional Ag Teacher for Expanded Pathway Courses and/or Ag Science (based on core science retirement).

- Additional staff member also expands CDE (judging teams), SAE's (projects), etc.... This would result in an increase in more student involvement/opportunities.

XII. Facility / Program Needs / Facility "Vision" for Future

- A. WiFi / Online Accessible Security System/Cameras for Outdoor Facility / Ag Areas** - Increase in equipment assets and increase/opportunity for thefts.
- B. Purchase of Outdoor Metal Storage Shed** – Needed investment/asset for tractor and other OH-related equipment including for new course (Turfgrass and Sports Field Management).
- C. Purchase of Turfgrass and Sportsfield Management Course Infield Groomer**

D. Community / School Garden/Crop Project (NW open area of school)

- Fencing / Water Required – Would need to identify water line(s) and explore security fence around perimeter.

E. AHS Floral Shop (Building)

- With success and growth of Floral courses/pathway, would like to have a “student-run/operated” floral business open to the public. Sample building location would be where current portable maintenance office is (between warehouse and pole barn). This would allow for public parking. Building would/could include window oriented front (public shop) and back area for floral work/lab. Options for Floral Shop / Lab?? Design, permits, regulations, etc... would have to be evaluated.

F. Replace/Upgrade Old Welding Equipment with Current Industry-Used Welding Equipment

G. Maintain the Opportunity to Build/Expand Ag Business Pathway Course(s)/Sequence

H. Expand certifications, job shadowing, etc... associated with Ag CTE

XIII. **Discussion Items**

- Next meeting date – **Late Spring** – Date/Place: TBA
- Other

R

Student Program Plan

At Atwater FFA, students complete their program plan at the beginning of every year when the R-2 is completed. The student program plan assists with students choosing their career pathways as well as assists with planning out their agriculture plans and goals.

Following is a copy of a freshman students plan for the next 4 years as well as a copy of Atwater FFA's Agriculture Careers Pathways.

Attached you will find:

- *R2 Program Plan*
- *Agricultural Pathways*

Atwater High School Student Data R2

Please answer all questions to the best of your knowledge. If you have completed this survey in another Ag class this year, please do not fill out another one.

Use proper Capitalization!!! Example: John Smith, not john smith

* Required

Your email address (kdavenport@muhsd.org) will be recorded when you submit this form. Not you?
Switch account

* Required

Last Name *

According to Atwater High School Records. Capitalize First Letter!!

Your answer

First Name *

According to Atwater High School Records. Capitalize First Letter!!

Your answer

Street Address or P.O. Box *

Example: 1234 Fruitland Ave or P.O. Box 1234

Your answer

City *

Example: Atwater or Winton

Your answer



State *

CA

Your answer

Zip Code *

Hint: Atwater 95301 and Winton 95388

Your answer

Graduation year

☐ 2019

☐ 2020

☐ 2021

☐ 2022

Gender *

☐ Male

☐ Female

Ethnicity *

☐ Hispanic

☐ Non-Hispanic



Race *

- ☐ American Indian
- ☐ Asian
- ☐ Black
- ☐ Filipino
- ☐ Hispanic/Latino
- ☐ Native Alaskan
- ☐ Native Hawaiian
- ☐ Pacific Islander
- ☐ Two or More
- ☐ White

Have you taken an Ag Class before? *

- ☐ Yes
- ☐ No



Year in Agriculture *

Including this year how many total years have you been in an Ag class? (Ag Biology, Ag Life, Ag Earth Science, Horticulture, Floral Design, Ag Leadership, Explorations in Ag, Vet Science, small engines, all Woodshop classes, all welding classes, all shop classes count as an Ag class)

- ☐ 1 Year
- ☐ 2 Years
- ☐ 3 Years
- ☐ 4 Years

Program of Interest *

Select the area that interests you most.

- ☐ Ag Mechanics
- ☐ Agriscience
- ☐ Ornamental Horticulture/ Floral



Which Class/Ag teacher(s) do you have this year? *

Select the Teacher(s) and period(s) that you have ag classes this year.

- ☐ Borba 1st period- Ag Biology
- ☐ Borba 3rd period- Ag Biology
- ☐ Borba 5th period- Ag Biology
- ☐ Borba 6th period- Ag Biology
- ☐ Borba 7th period- Ag Biology
- ☐ Davenport 1st Period-Intro to Floral
- ☐ Davenport 2nd Period-Intro to Floral
- ☐ Davenport 3rd Period-Intro to Floral
- ☐ Davenport 5th Period-Advanced Floral
- ☐ Davenport 6th Period-Advanced Floral
- ☐ Meredith 1st Period-Welding 1
- ☐ Meredith 2nd Period-Welding 1
- ☐ Meredith 4th Period-Welding 1
- ☐ Meredith 5th Period-Welding 2
- ☐ Meredith 6th Period-Equipment Construction 1
- ☐ Meredith 6th Period- Equipment Construction 2
- ☐ Meredith 7th Period- Shop Skills
- ☐ Gossman 1st period- Ag Earth Science
- ☐ Gossman 3rd period-Ag Earth Science
- ☐ Gossman 4th Period-Horticulture



- ☐ Gossman 5th period-Horticulture
- ☐ Gossman 6th period-Ag Earth Science
- ☐ Gossman 7th period-Ag Earth Science
- ☐ Flatt 1st Period- Wood 1
- ☐ Flatt 2nd Period- Wood 1
- ☐ Flatt 3rd Period- Ag Shop Skills
- ☐ Flatt 5th Period- Power Mechanics
- ☐ Flatt 6th Period- Wood 2
- ☐ Flatt 6th Period- Wood 3
- ☐ Flatt 7th Period- Wood 1
- ☐ West 1st Period- Ag Explorations
- ☐ West 2nd Period- Small Engines
- ☐ West 4th Period- Small Engines
- ☐ West Period 3- Small Engines
- ☐ West 5th period- Ag Explorations
- ☐ West 6th Period- Ag Vet Science
- ☐ Helton 2nd Period- Ag & Soil Chemistry
- ☐ Helton 3rd Period- Ag & Soil Chemistry
- ☐ Helton 4th Period- Ag Vet Science
- ☐ Helton 5th Period- Animal Anatomy & Physiology
- ☐ Helton 7th Period- Ag Biology
- ☐ Vargas 1st Period- Shop Skills



- ☐ Vargas 2nd Period- Shop Skills
- ☐ Vargas 4th Period- Shop Skills
- ☐ Vargas 5th Period- Ag Earth
- ☐ Vargas 6th Period- Small Engines
- ☐ Macintosh 1st Period- Ag leadership
- ☐ Macintosh 2nd Period- Ag Economics/Government
- ☐ Macintosh 4th Period- Floral 1
- ☐ Macintosh 5th Period- Ag Economics/Government
- ☐ Macintosh 7th Period- Floral 1
- ☐ Other:

☐ Option 1

What Middle School did you attend? *

- ☐ Winton Middle
- ☐ Mitchell Senior
- ☐ McSwain
- ☐ Ballico Cressey
- ☐ Other:



Supervised Agricultural Experience Questions

Did you know you can get class credit and awards for something you might already be doing? If a question does not apply to you, respond with "no" or N/A

What is your mother's, father's and or guardians occupation? *

Your answer

Do you work for your parents (after school, weekends, summer)? If so doing what? *

Your answer

Do you work for any businesses or companies? *

Your answer

Do you have chores at home that are outside duties such as mowing the lawn, feeding animals, or gardening? *

Your answer

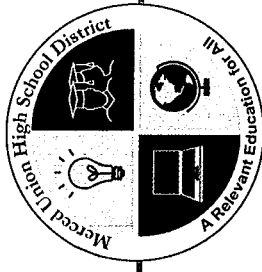
 Send me a copy of my responses.

SUBMIT

Never submit passwords through Google Forms.

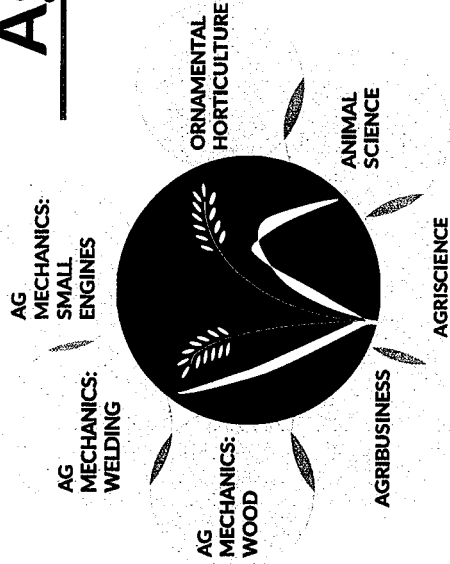


Agriculture & Natural Resources



Industry Sector Descriptor

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in various pathways. The pathways emphasize real-world, occupationally relevant experiences for students in Merced Union High School District. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, and entry to a career.



PATHWAY

	Ag Mechanics: Small Engines	Ag Mechanics: Welding	Ag Mechanics: Wood	Agribusiness	Agriscience	Animal Science	Ornamental Horticulture
INTRO COURSE	Ag Shop Skills ♦	Ag Shop Skills ♦	Ag Shop Skills ♦	Exploration in Ag	Exploration in Ag	Exploration in Ag	Exploration in Ag
CONCENTRATION	Small Engines ♦	Ag Welding Technology 1 ♦	Ag Wood 1	Agribusiness Management Ag Communications ++ Ag Gov / Ag Econ ++ Ag Leadership & Technology ♦	Integrated Ag Biology ++ Ag Earth ++ Ag Environmental Science	Animal Anatomy & Physiology +++	Art & History of Floral Design 1 ++ ♦♦
CAPSTONE	Advanced Small Engines ♦ Diesel Ag Mechanics	Ag Welding Technology 2 ♦ Equipment Construction 1 ♦ Equipment Construction 2 ♦	Ag Wood 2 Ag Wood 3	Ag Sales & Marketing + Internships in Ag	Ag & Soil Chemistry ++ Food Science ++	Veterinary Science ++ ♦♦♦	Environmental Horticulture ++ ♦ Art & History of Floral Design 2 ++ Turfgrass & Sports Field Mgmt

♦ Articulated with Merced College Course.

♦♦ Articulated with Modesto Junior College Course.

+ Pending A-G Approval
++ A-G Approved Course
Articulation varies by campus.

S

Credentials

All agriculture teachers at Atwater High School are appropriately credentialed for the courses that they instruct. Each instructor has, or is working toward, his or her agriculture specialist credential in addition to their clear credential and single subject credential in agriculture. 7 of the 9 instructors are in progress of receiving their Master of Science degree in Agriculture or have attained this degree already.

Attached you will find:

- *Copy of my credentials*

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

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

Last Known County of Employment: MERCED COUNTY OFFICE

Note: Please verify County of Employment is current.
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

Adverse and Commission Actions Indicator:

Document Number	Document Title	Term	Status	Issue Date	Expiration Dat	Original Issue Date	Grade	Special Grad
160127946	Single Subject Teaching Credential	Clear	Valid	6/2/2016	7/1/2021	7/17/2014		
140223232	Single Subject Teaching Credential	Preliminary	Valid	7/17/2014	8/1/2019	7/17/2014		
160144439	Crosscultural, Language and Academic Development Certificate	Clear	Valid	7/11/2016				

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authorization Date
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRI	Agriculture	MAJ	

Renewal Requirements

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

Renewal Code Renewal Description

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

Organization Type Organization County

T

Department & Chapter Activities

Atwater FFA participates in many activities throughout the year. Atwater FFA participates in events such as public speaking, judging, leadership conferences and chapter meetings. These students participate in events that are held at the chapter, sectional, regional, state and national level.

Attached you will find:

- 2019-2020 Calendar of Activities*

Calendar of Activities

October 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01	02	03	04	05	06
	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Atwater High School Homecoming Week	Fall Fest VII
07	08	09	10	11	12	13
			El Cap FFA Opening/closing Ceremonies Practice/Conte		FFA Fall Plant Sale 8:00am-4:00pm	FFA Corcoran Cotton Contest FFA Fall Plant Sale
14	15	16	17	18	19	20
	FFA Sate Conference Applications Released	FFA ALA/MFE Applications Released	Opening/Closing Ceremonies -Gustine	Atwater FFA Beautification Day	End Of 1 st Quarter FFA Football Game BBQ	FFA MJC Cotton Contest
21	22	23	24	25	26	27
	FFA National Convention	FFA 'Corn Maze' Meeting FFA National Convention	FFA National Convention	FFA National Convention	FFA ALA/MFE Applications DUE FFA National	FFA National Convention
28	29	30	31			
	Greenhand Officer Applications Available					

November 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				01	02	03
04	05	06	07	08	09	10
			New Professional Institute	New Professional Institute Sectional Cata	Greenhand Officer Applications DUE	
11	12	13	14	15	16	17
	School Holiday-No school	Greenhand Officer-Interviews Local FFA	Greenhand / Chapter Degree Ceremony Mtg @ Atwater High		Central Region CATA Road Show	Central Region CATA Mtg
18	19	20	21	22	23	24
	Thanksgiving Recess-No school	Thanksgiving Recess-No School	Thanksgiving Recess- No School	Thanksgiving Recess-No School	Thanksgiving Recess-No School	
25	26	27	28	29	30	
	NAAE Convention Take Out BBQ #2 Ticket Sales	NAAE Convention	NAAE Convention	MM FFA Project Competition day	NAAE Convention	

Calendar of Activities

December 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						01
						FFA Mariposa Creed/Impromptu Contest NAAE
02	03	04	05	06	07	08
		FFA Dairy Heifer Project Parent/student MGT 6:00pm-		Advanced Leadership Institute	Advanced Leadership Institute AHS' Miricals	
09	10	11	12	13	14	15
				FFA BBQ Takeout #2		FFA Stockton Heat Hockey Game
16	17	18	19	20	21	22
	FFA "Morning Wave" meeting		End of 1 st semester	Muhd Non Instructional Day No school students	Winter Recess - > No school	Winter Recess - > No school
23/30	24/31	25	26	27	28	29
Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school

January 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		01	02	03	04	05
		Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	Winter Recess - > No school	
06	07	08	09	10	11	12
	2 ND Semester starts			Student Teacher conclave	Student Teacher conclave	
13	14	15	16	17	18	19
		Merced/Mariposa FFA Manuscripts Due	FFA "Movie Night" Mtg			
20	21	22	23	24	25	26
	School Holiday -> No School	FFA Parent/Student Merced Fair Exhibitor Mtg				FFA "Super Saturday" Speaking Contest
27	28	29	30	31		
	Merced Fair Application/ Deposit Week	Merced Fair Application/ Deposit Week	Merced Fair Application/ Deposit Week	Merced Fair Application/ Deposit Week		

Calendar of Activities

February 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					01	02
					Merced Fair Application/ Deposit Week	Arbuckle FFA Field Day MJC Parli Pro Invitational
03	04	05	06	07	08	09
	Mentoring/Sup ervising Teacher Conclave 8am-	Mentoring/Sup ervising Teacher Conclave	Merced/Marip osa Project Competition Banquet		FFA MFE/ALA Conference FFA Regional Officer	Chico State Parli Pro Invitational FFA MFE/ALA
10	11	12	13	14	15	16
	Regional Proficiency Scoring			FFA World Ag Expo Trip at Tulare Fair Show	FFA Take out BBQ #3 Ticket Sales Begin	Atwater Parli Pro Invitational
17	18	19	20	21	22	23
	Winter Recess - > No School	National FFA Week Winter Recess- > No School	National FFA Week Winter Recess- > No School	National FFA Week Winter Recess- > No School	National FFA Week Winter Recess- > No School	Atwater Ag Booster Dinner CATA Regional Mtg
24	25	26	27	28		
	Regional FFA Speaking Manuscripts DUE Regional	Regional State Proficiency Scoring – Galt	FFA Sectional Basketball Tournament Regional State			

March 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					01	02
					UC Davis Parli Pro	UC Davis FFA Field Day UC Davis Parli Pro
03	04	05	06	07	08	09
	Merced/ Mariposa Sectional Parli Pro Finals	FFA Sacramento Leadership Experience FFA State Officer	FFA Sacramento Leadership Experience	FFA Sacramento Leadership Experience	FFA Sacramento Leadership Experience FFA Take Out	Chico State FFA Field Day
10	11	12	13	14	15	16
	FFA" Bowling Tournament" Mtg			FFA Take out #3 8am – 9am	End of 3 rd Quarter Regional Speaking	Merced Collage FFA Field Day
17	18	19	20	21	22	23
			FFA Sate Degree Ceremony		Regional FFA Parli Pro Finals	MJC FFA Field Day
24/31	25	26	27	28	29	30

Calendar of Activities

April 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01	02	03	04	05	06
						CRC FFA Field Day Reedley Collage FFA
07	08	09	10	11	12	13
		M/M CATA Mtg M/M Sectional Mtg				Fresno State FFA Field Day
14	15	16	17	18	19	20
21	22	23	24	25	26	27
	Spring Recess- No School	Spring Recess- No School	Spring Recess- No School Sate FFA	FFA State Convention- Disneyland	Spring Recess- No School State FFA Parli	FFA State Convention
28	29	30				
FFA Sate Convention						

May 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			01	02	03	04
				Cal Poly State Finals Trip	Cal Poly State Finals Trip	Cal Poly FFA State Finals
05	06	07	08	09	10	11
					BBQ Ticket Sales END FFA Plant Sale	FFA Spring Plant Sale
12	13	14	15	16	17	18
				FFA Take- Out BBQ #4		
19	20	21	22	23	24	25
		FFA Chapter Awards MTG		FFA Judging Team Awards		
26	27	28	29	30	31	
	School Holiday- No School					

Calendar of Activities

June 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						01
02	03	04	05	06	07	08
Merced County Fair	Merced County Fair	Merced County Fair	Merced County Fair	Merced County Fair	Merced County Fair	Merced County Fair
09	10	11	12	13	14	15
Merced County Fair		Merced Fair Student Check Pick Up/AET Record Book 8:00am		FFA "Point Awards" Trip		
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29
CATA Summer Conference	CATA summer Conference	CATA Summer Conference	CATA Summer Conference	CATA Summer Conference		

July 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	01	02	03	04	05	06
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

U

Daily Log

I keep a desk top calendar, a wall calendar, and a personal planner where I write down department, collaboration or any other meetings that I might need to attend. I also keep track of SAE visits and FFA activities via my smart phone.

I do log in my extra days on our Ag Teacher Time Card that our district provides us that tracks the extra 40 days of work.

Attached you will find:

- Ag Teacher Time Card*

Merced Union High School District Attendance Record - Template

Name: Davenport Kaylyn M. Position: Agriculture Teacher Location: _____
LAST FIRST MIDDLE

Ref ID Number _____ School Year: 2018-19 Contract Year (Days): 180

Reminder: All administrators are to be on duty 2 weeks before August 15th and 2 weeks after June 7th.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total X Days	Other Days	Grand Total
Jul	X	X	X	X	X																X	X	X	X	X	X	X							
Aug						X	X	X																										
Sep								X																										
Oct						X						X							X									X						
Nov									X								X			X														
Dec															X																			
Jan																																		
Feb		X	X																								X							
Mar									X														X	X	X	X	X	X						
Apr						X						X	X						X	X	X		X	X	X	X	X	X						
May				X							X							X																
Jun	X							X	X		X	X	X										X	X	X	X	X							
Remaining Days: #####																																		
Year Totals:																																		

- X - Days worked (Monday - Friday)
 X2 - Half day (Monday - Friday)
 S - Personal illness
 B - Bereavement
 PL - Parental Leave
- P - Personal emergency
 N - Personal business
 J - Jury duty
 C - Court summons
 V - Vacation
 H - Holiday
 F - Flex
- D - District/School business
 (include Saturday and/or Sunday)
 SD - District/Staff Development
 D2 - Half day District/School business
 W - Workers Comp. illness/accident
 Use double letters for half-day combinations

Kaylyn Davenport
 Signature

V

Professional Development

Professional growth and in-service activities is key for new teachers. Each year the instructors at Atwater High are keep track of their professional development. The information is used in the completion of the Incentive Grant In-service Activities Documentation. It is kept on file with the state as well as our department.

Everyone in the department attends professional development events whenever they are given (Regional ((Road Shows", Regional Meetings, CATA Summer Skills, etc.)

Listed Below is the Profession Development I have attended for the 2018-2019 School Year:

- Vision 2030 Committee Meeting*
- Fall Regional Meeting*
- Regional In-service Day (Road Show)*
- AIFD Symposium*
- Spring Regional Meeting*
- Sectional In-services*
- CATA Summer Conference*
- Delta Conference*

W

R-2 Report

Atwater FFA is well integrated considering demographics for our area. For the 2018-2019 school year we had 1,109 students enrolled in our agriculture program. For the past two years, Atwater FFA has added additional agriculture instructors.

Retention is increasing due to recruitment, marketing of program and overall program improvement. We look forward to have continual success in the Atwater FFA Program.

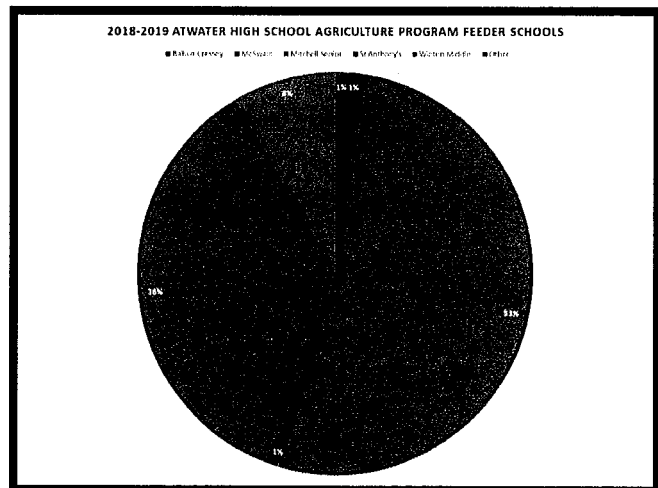
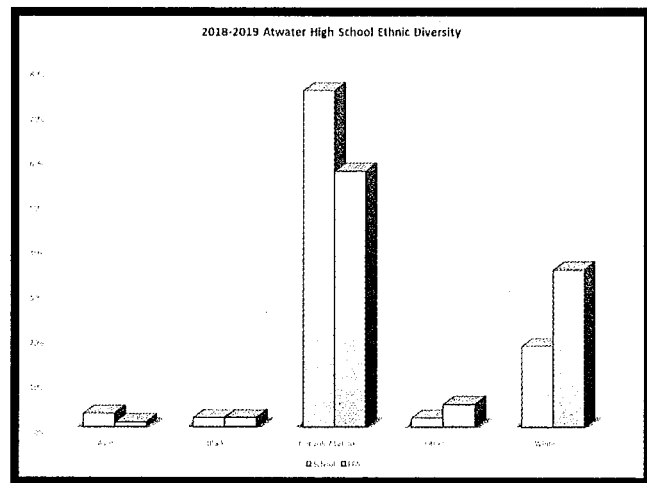
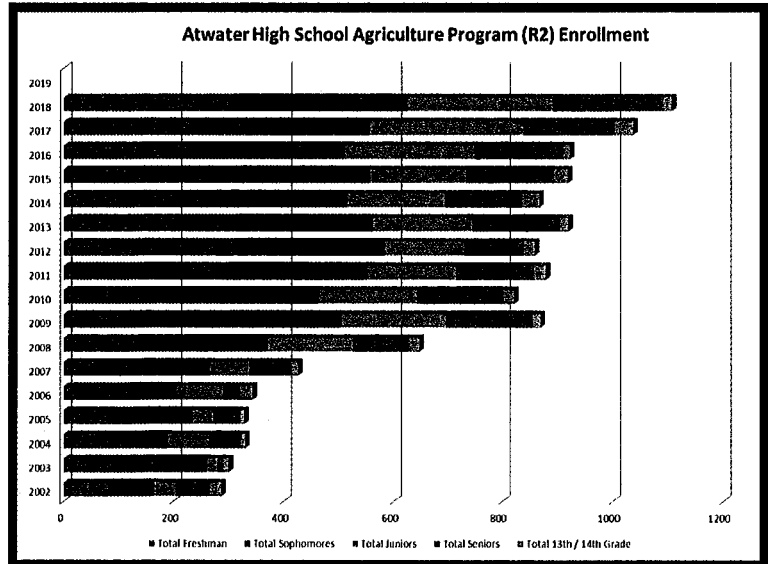
Attached you will find:

- *R2 Data Chart*

Atwater High School Agriculture / FFA Enrollment History

California Agriculture Education – R-2 Enrollment
(Individual students enrolled in agriculture courses)

YEAR	
2002	287 students
2003	300 students
2004	330 students
2005	328 students
2006	344 students
2007	426 students
2008	647 students
2009	868 students
2010	821 students
2011	878 students
2012	858 students
2013	919 students
2014	866 students
2015	918 students
2016	922 students
2017	1038 students
2018	1109 students
2019	
2020	
2021	
2022	



Past 10 Years: 2008 - 2018

Course Enrollment			2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
1st Year Courses	**	Ag Biology	211	332	191	265	227	271	194	244	221	249	216
	*	Ag Shop Skills	92	126	56	86	106	109	74	126	75	135	156
	*	Exploration in Agriculture	n/a	n/a	n/a	n/a	n/a	72	32	61	55	70	73
	**	Ag Earth Science	96	146	104	115	152	201	173	165	178	203	159
2nd/3rd Year Courses		Ag Wood Construction I	19	31	59	18	26	22	58	59	59	56	95
	**	Animal Anatomy/Physiology	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33
		Small Engines	11	27	27	26	24	68	51	67	58	86	99
		Welding Tech 1	33	40	53	57	65	50	57	45	53	79	81
		Adv Sm Eng / Power Mechanics	0	31	19	26	31	32	39	26	22	26	29
		Ag Economics / Government	n/a	n/a	38	38	34	36	39	41	41	39	64
		Ag Leadership	19	29	26	28	35	35	49	55	58	55	22
3rd / 4th Year Courses		Ag Soil and Chemistry	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76
		Ag Wood Construction II	13	20	23	25	6	11	7	13	10	19	21
		Ag Wood Construction III	3	5	13	3	12	1	5	4	5	2	7
		Art & History of Floral Design I	79	80	128	122	116	120	155	108	145	159	195
		Art & History of Floral Design II	n/a	n/a	n/a	n/a	n/a	n/a	10	20	26	32	55
	**	Environmental Horticulture	12	34	16	35	31	21	31	25	22	38	55
		Equipment Construction	10	10	8	4	5	5	4	6	10	12	23
	**	Veterinary Science	34	32	59	36	37	38	39	28	29	38	76
		Welding Tech II	18	14	14	19	22	18	19	21	25	19	29
Courses Closed	**	Ag Business Management	n/a	n/a	n/a	n/a	n/a	n/a	23	n/a	n/a	n/a	n/a
	**	Ag Environmental Science	n/a	34	65	72	35	55	n/a	n/a	n/a	n/a	n/a
	*	Ag Food Science	n/a	n/a	n/a	n/a	n/a	28	n/a	n/a	37	34	n/a
	**	Ag Life Science	90	76	110	111	107	n/a	71	37	29	30	n/a
	**	Ag Science I	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	**	Ag Science II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Internships in Ag I/II	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Total Course Enrollment:	740	1067	1009	1086	1071	1193	1130	1151	1158	1381	1564
		* Freshman entry course											
		** Science Graduation Credit											
		*** Primarily non-Ag students. Covered Industrial Tech students											
R-2 Information (Individual Entry)			2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
		Freshman Year 1 Ag	214	296	276	294	308	304	269	308	n/a	332	301
		Sophomores Year 1 Ag	75	72	34	64	24	74	40	76	n/a	87	81
		Juniors Year 1 Ag	64	78	48	26	28	41	28	49	n/a	96	76
		Seniors Year 1 Ag	51	56	43	41	34	37	32	44	n/a	40	28
		Sophomores Year 2 Ag	82	136	153	194	251	184	206	171	n/a	137	242
		Juniors Year 2 Ag	35	62	53	26	19	29	36	29	n/a	56	81
		Seniors Year 2 Ag	18	41	36	24	9	30	20	7	n/a	32	54
		Juniors Year 3 Ag	55	52	74	111	101	114	115	100	n/a	129	110
		Seniors Year 3 Ag	10	21	35	27	10	30	12	32	n/a	42	37
		Seniors Year 4 Ag	23	40	44	49	64	62	78	76	n/a	53	84
		Continuing FFA Enrolled Graduates	20	14	18	15	20	14	30	25	n/a	34	15
			2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
		Total Freshman	214	296	276	294	308	304	269	308	236	332	301
		Total Sophomores	157	208	187	258	275	258	246	248	273	224	323
		Total Juniors	154	192	180	163	148	184	179	178	240	281	267
		Total Seniors	102	158	160	141	107	159	142	159	160	167	203
		Total AHS Ag Enrollment	627	854	803	856	838	905	836	893	909	1004	1094
		Total 13th / 14th Grade	20	14	18	22	20	14	30	25	13	34	15
		Total AHS FFA (R-2) Enrollment	647	868	821	878	858	919	866	918	922	1038	1109

Table 1. Summary of the 2019-2020 season									
Table 2. Summary of the 2020-2021 season									
Table 3. Summary of the 2021-2022 season									
Table 4. Summary of the 2022-2023 season									
Table 5. Summary of the 2023-2024 season									
Table 6. Summary of the 2024-2025 season									
Table 7. Summary of the 2025-2026 season									
Table 8. Summary of the 2026-2027 season									
Table 9. Summary of the 2027-2028 season									
Table 10. Summary of the 2028-2029 season									
Table 11. Summary of the 2029-2030 season									
Table 12. Summary of the 2030-2031 season									
Table 13. Summary of the 2031-2032 season									
Table 14. Summary of the 2032-2033 season									
Table 15. Summary of the 2033-2034 season									
Table 16. Summary of the 2034-2035 season									
Table 17. Summary of the 2035-2036 season									
Table 18. Summary of the 2036-2037 season									
Table 19. Summary of the 2037-2038 season									
Table 20. Summary of the 2038-2039 season									
Table 21. Summary of the 2039-2040 season									
Table 22. Summary of the 2040-2041 season									
Table 23. Summary of the 2041-2042 season									
Table 24. Summary of the 2042-2043 season									
Table 25. Summary of the 2043-2044 season									
Table 26. Summary of the 2044-2045 season									
Table 27. Summary of the 2045-2046 season									
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Table 29. Summary of the 2047-2048 season									
Table 30. Summary of the 2048-2049 season									
Table 31. Summary of the 2049-2050 season									
Table 32. Summary of the 2050-2051 season									
Table 33. Summary of the 2051-2052 season									
Table 34. Summary of the 2052-2053 season									
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Table 44. Summary of the 2062-2063 season									
Table 45. Summary of the 2063-2064 season									
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Table 48. Summary of the 2066-2067 season									
Table 49. Summary of the 2067-2068 season									
Table 50. Summary of the 2068-2069 season									
Table 51. Summary of the 2069-2070 season									
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Table 379. Summary of									

Table 1: Summary of Data									
Case	Case No.	Case Name	Case Type	Case Status	Case Date	Case Location	Case Description	Case Outcome	Case Notes
1	1001	John Doe	Case 1	Open	2023-01-01	New York	Case 1 Description	Case 1 Outcome	Case 1 Notes
2	1002	Jane Smith	Case 2	Closed	2023-01-02	California	Case 2 Description	Case 2 Outcome	Case 2 Notes
3	1003	Michael Brown	Case 3	Open	2023-01-03	Texas	Case 3 Description	Case 3 Outcome	Case 3 Notes
4	1004	Sarah White	Case 4	Closed	2023-01-04	Florida	Case 4 Description	Case 4 Outcome	Case 4 Notes
5	1005	David Green	Case 5	Open	2023-01-05	Illinois	Case 5 Description	Case 5 Outcome	Case 5 Notes
6	1006	Emily Black	Case 6	Closed	2023-01-06	Ohio	Case 6 Description	Case 6 Outcome	Case 6 Notes
7	1007	Robert Gray	Case 7	Open	2023-01-07	Georgia	Case 7 Description	Case 7 Outcome	Case 7 Notes
8	1008	Laura King	Case 8	Closed	2023-01-08	Arizona	Case 8 Description	Case 8 Outcome	Case 8 Notes
9	1009	James Lee	Case 9	Open	2023-01-09	Colorado	Case 9 Description	Case 9 Outcome	Case 9 Notes
10	1010	Maria Hall	Case 10	Closed	2023-01-10	Connecticut	Case 10 Description	Case 10 Outcome	Case 10 Notes
11	1011	Christopher Young	Case 11	Open	2023-01-11	Idaho	Case 11 Description	Case 11 Outcome	Case 11 Notes
12	1012	Amanda Scott	Case 12	Closed	2023-01-12	Montana	Case 12 Description	Case 12 Outcome	Case 12 Notes
13	1013	Matthew Baker	Case 13	Open	2023-01-13	Nebraska	Case 13 Description	Case 13 Outcome	Case 13 Notes
14	1014	Olivia Adams	Case 14	Closed	2023-01-14	Nevada	Case 14 Description	Case 14 Outcome	Case 14 Notes
15	1015	Benjamin Clark	Case 15	Open	2023-01-15	New Hampshire	Case 15 Description	Case 15 Outcome	Case 15 Notes
16	1016	Sophia Lewis	Case 16	Closed	2023-01-16	New Jersey	Case 16 Description	Case 16 Outcome	Case 16 Notes
17	1017	William Walker	Case 17	Open	2023-01-17	New Mexico	Case 17 Description	Case 17 Outcome	Case 17 Notes
18	1018	Isabella Hall	Case 18	Closed	2023-01-18	New York	Case 18 Description	Case 18 Outcome	Case 18 Notes
19	1019	Lucas King	Case 19	Open	2023-01-19	North Carolina	Case 19 Description	Case 19 Outcome	Case 19 Notes
20	1020	Mia Lee	Case 20	Closed	2023-01-20	North Dakota	Case 20 Description	Case 20 Outcome	Case 20 Notes
21	1021	Noah Scott	Case 21	Open	2023-01-21	Ohio	Case 21 Description	Case 21 Outcome	Case 21 Notes
22	1022	Olivia Adams	Case 22	Closed	2023-01-22	Oklahoma	Case 22 Description	Case 22 Outcome	Case 22 Notes
23	1023	Peter Baker	Case 23	Open	2023-01-23	Oregon	Case 23 Description	Case 23 Outcome	Case 23 Notes
24	1024	Quinn Clark	Case 24	Closed	2023-01-24	Pennsylvania	Case 24 Description	Case 24 Outcome	Case 24 Notes
25	1025	Rachel Lewis	Case 25	Open	2023-01-25	Rhode Island	Case 25 Description	Case 25 Outcome	Case 25 Notes
26	1026	Samuel Walker	Case 26	Closed	2023-01-26	South Carolina	Case 26 Description	Case 26 Outcome	Case 26 Notes
27	1027	Tina King	Case 27	Open	2023-01-27	South Dakota	Case 27 Description	Case 27 Outcome	Case 27 Notes
28	1028	Uma Lee	Case 28	Closed	2023-01-28	Tennessee	Case 28 Description	Case 28 Outcome	Case 28 Notes
29	1029	Victor Scott	Case 29	Open	2023-01-29	Texas	Case 29 Description	Case 29 Outcome	Case 29 Notes
30	1030	Wendy Adams	Case 30	Closed	2023-01-30	Utah	Case 30 Description	Case 30 Outcome	Case 30 Notes
31	1031	Xavier Baker	Case 31	Open	2023-01-31	Vermont	Case 31 Description	Case 31 Outcome	Case 31 Notes
32	1032	Yara Clark	Case 32	Closed	2023-02-01	Virginia	Case 32 Description	Case 32 Outcome	Case 32 Notes
33	1033	Zoe Lewis	Case 33	Open	2023-02-02	Washington	Case 33 Description	Case 33 Outcome	Case 33 Notes
34	1034	Adam Walker	Case 34	Closed	2023-02-03	West Virginia	Case 34 Description	Case 34 Outcome	Case 34 Notes
35	1035	Bella King	Case 35	Open	2023-02-04	Wisconsin	Case 35 Description	Case 35 Outcome	Case 35 Notes
36	1036	Charlie Lee	Case 36	Closed	2023-02-05	Wyoming	Case 36 Description	Case 36 Outcome	Case 36 Notes
37	1037	Diana Scott	Case 37	Open	2023-02-06	Alaska	Case 37 Description	Case 37 Outcome	Case 37 Notes
38	1038	Ethan Adams	Case 38	Closed	2023-02-07	Hawaii	Case 38 Description	Case 38 Outcome	Case 38 Notes
39	1039	Fiona Baker	Case 39	Open	2023-02-08	Alaska	Case 39 Description	Case 39 Outcome	Case 39 Notes
40	1040	Gavin Clark	Case 40	Closed	2023-02-09	Alaska	Case 40 Description	Case 40 Outcome	Case 40 Notes
41	1041	Hannah Lewis	Case 41	Open	2023-02-10	Alaska	Case 41 Description	Case 41 Outcome	Case 41 Notes
42	1042	Ian Walker	Case 42	Closed	2023-02-11	Alaska	Case 42 Description	Case 42 Outcome	Case 42 Notes
43	1043	Jasmine King	Case 43	Open	2023-02-12	Alaska	Case 43 Description	Case 43 Outcome	Case 43 Notes
44	1044	Kyle Lee	Case 44	Closed	2023-02-13	Alaska	Case 44 Description	Case 44 Outcome	Case 44 Notes
45	1045	Liam Scott	Case 45	Open	2023-02-14	Alaska	Case 45 Description	Case 45 Outcome	Case 45 Notes
46	1046	Mia Adams	Case 46	Closed	2023-02-15	Alaska	Case 46 Description	Case 46 Outcome	Case 46 Notes
47	1047	Nora Baker	Case 47	Open	2023-02-16	Alaska	Case 47 Description	Case 47 Outcome	Case 47 Notes
48	1048	Oscar Clark	Case 48	Closed	2023-02-17	Alaska	Case 48 Description	Case 48 Outcome	Case 48 Notes
49	1049	Peter Lewis	Case 49	Open	2023-02-18	Alaska	Case 49 Description	Case 49 Outcome	Case 49 Notes
50	1050	Quinn Walker	Case 50	Closed	2023-02-19	Alaska	Case 50 Description	Case 50 Outcome	Case 50 Notes
51	1051	Rachel King	Case 51	Open	2023-02-20	Alaska	Case 51 Description	Case 51 Outcome	Case 51 Notes
52	1052	Samuel Lee	Case 52	Closed	2023-02-21	Alaska	Case 52 Description	Case 52 Outcome	Case 52 Notes
53	1053	Tina Scott	Case 53	Open	2023-02-22	Alaska	Case 53 Description	Case 53 Outcome	Case 53 Notes
54	1054	Uma Adams	Case 54	Closed	2023-02-23	Alaska	Case 54 Description	Case 54 Outcome	Case 54 Notes
55	1055	Victor Baker	Case 55	Open	2023-02-24	Alaska	Case 55 Description	Case 55 Outcome	Case 55 Notes
56	1056	Wendy Clark	Case 56	Closed	2023-02-25	Alaska	Case 56 Description	Case 56 Outcome	Case 56 Notes
57	1057	Xavier Lewis	Case 57	Open	2023-02-26	Alaska	Case 57 Description	Case 57 Outcome	Case 57 Notes
58	1058	Yara Walker	Case 58	Closed	2023-02-27	Alaska	Case 58 Description	Case 58 Outcome	Case 58 Notes
59	1059	Zoe King	Case 59	Open	2023-02-28	Alaska	Case 59 Description	Case 59 Outcome	Case 59 Notes
60	1060	Adam Lee	Case 60	Closed	2023-02-29	Alaska	Case 60 Description	Case 60 Outcome	Case 60 Notes
61	1061	Bella Scott	Case 61	Open	2023-03-01	Alaska	Case 61 Description	Case 61 Outcome	Case 61 Notes
62	1062	Charlie Adams	Case 62	Closed	2023-03-02	Alaska	Case 62 Description	Case 62 Outcome	Case 62 Notes
63	1063	Diana Baker	Case 63	Open	2023-03-03	Alaska	Case 63 Description	Case 63 Outcome	Case 63 Notes
64	1064	Ethan Clark	Case 64	Closed	2023-03-04	Alaska	Case 64 Description	Case 64 Outcome	Case 64 Notes
65	1065	Fiona Lewis	Case 65	Open	2023-03-05	Alaska	Case 65 Description	Case 65 Outcome	Case 65 Notes
66	1066	Gavin Walker	Case 66	Closed	2023-03-06	Alaska	Case 66 Description	Case 66 Outcome	Case 66 Notes
67	1067	Hannah King	Case 67	Open	2023-03-07	Alaska	Case 67 Description	Case 67 Outcome	Case 67 Notes
68	1068	Ian Lee	Case 68	Closed	2023-03-08	Alaska	Case 68 Description	Case 68 Outcome	Case 68 Notes
69	1069	Jasmine Scott	Case 69	Open	2023-03-09	Alaska	Case 69 Description	Case 69 Outcome	Case 69 Notes
70	1070	Kyle Adams	Case 70	Closed	2023-03-10	Alaska	Case 70 Description	Case 70 Outcome	Case 70 Notes
71	1071	Liam Baker	Case 71	Open	2023-03-11	Alaska	Case 71 Description	Case 71 Outcome	Case 71 Notes
72	1072	Mia Clark	Case 72	Closed	2023-03-12	Alaska	Case 72 Description	Case 72 Outcome	Case 72 Notes
73	1073	Nora Lewis	Case 73	Open	2023-03-13	Alaska	Case 73 Description	Case 73 Outcome	Case 73 Notes
74	1074	Oscar Walker	Case 74	Closed	2023-03-14	Alaska	Case 74 Description	Case 74 Outcome	Case 74 Notes
75	1075	Peter King	Case 75	Open	2023-03-15	Alaska	Case 75 Description	Case 75 Outcome	Case 75 Notes
76	1076	Quinn Lee	Case 76	Closed	2023-03-16	Alaska	Case 76 Description	Case 76 Outcome	Case 76 Notes
77	1077	Rachel Scott	Case 77	Open	2023-03-17	Alaska	Case 77 Description	Case 77 Outcome	Case 77 Notes
78	1078	Samuel Adams	Case 78	Closed	2023-03-18	Alaska	Case 78 Description	Case 78 Outcome	Case 78 Notes
79	1079	Tina Baker	Case 79	Open	2023-03-19	Alaska	Case 79 Description	Case 79 Outcome	Case 79 Notes
80	1080	Uma Clark	Case 80	Closed	2023-03-20	Alaska	Case 80 Description	Case 80 Outcome	Case 80 Notes
81	1081	Victor Lewis	Case 81	Open	2023-03-21	Alaska	Case 81 Description	Case 81 Outcome	Case 81 Notes
82	1082	Wendy Walker	Case 82	Closed	2023-03-22	Alaska	Case 82 Description	Case 82 Outcome	Case 82 Notes
83	1083	Xavier King	Case 83	Open	2023-03-23	Alaska	Case 83 Description	Case 83 Outcome	Case 83 Notes
84	1084	Yara Lee	Case 84	Closed	2023-03-24	Alaska	Case 84 Description	Case 84 Outcome	Case 84 Notes
85	1085	Zoe Scott	Case 85	Open	2023-03-25	Alaska	Case 85 Description	Case 85 Outcome	Case 85 Notes
86	1086	Adam Adams	Case 86	Closed	2023-03-26	Alaska	Case 86 Description	Case 86 Outcome	Case 86 Notes
87	1087	Bella Baker	Case 87	Open	2023-03-27	Alaska	Case 87 Description	Case 87 Outcome	Case 87 Notes
88	1088	Charlie Clark	Case 88	Closed	2023-03-28	Alaska	Case 88 Description	Case 88 Outcome	Case 88 Notes
89	1089	Diana Lewis	Case 89	Open	2023-03-29	Alaska	Case 89 Description	Case 89 Outcome	Case 89 Notes
90	1090	Ethan Walker	Case 90	Closed	2023-03-30	Alaska	Case 90 Description	Case 90 Outcome	Case 90 Notes
91	1091	Fiona King	Case 91	Open	2023-03-31	Alaska	Case 91 Description	Case 91 Outcome	Case 91 Notes
92	1092	Gavin Lee	Case 92	Closed	2023-04-01	Alaska	Case 92 Description	Case 92 Outcome	Case 92 Notes
93	1093	Hannah Scott	Case 93	Open	2023-04-02	Alaska	Case 93 Description	Case 93 Outcome	Case 93 Notes
94	1094	Ian Adams	Case 94	Closed	2023-04-03	Alaska	Case 94 Description	Case 94 Outcome	Case 94 Notes
95	1095	Jasmine Baker	Case 95	Open	2023-04-04	Alaska	Case 95 Description	Case 95 Outcome	Case 95 Notes
96	1096	Kyle Clark	Case 96	Closed	2023-04-05	Alaska	Case 96 Description	Case 96 Outcome	Case 96 Notes
97	1097	Liam Lewis	Case 97	Open	2023-04-06	Alaska	Case 97 Description	Case 97 Outcome	Case 97 Notes
98	1098	Mia Walker	Case 98	Closed	2023-04-07	Alaska	Case 98 Description	Case 98 Outcome	Case 98 Notes
99	1099	Nora King	Case 99	Open	2023-04-08	Alaska	Case 99 Description	Case 99 Outcome	Case 99 Notes
100	1100	Oscar Lee	Case 100	Closed	2023-04-09	Alaska	Case 100 Description	Case 100 Outcome	Case 100 Notes

Table 1. Summary of the data									
Case	Year	Country	Age	Sex	Occupation	Education	Income	Health	Notes
1	2010	USA	25	M	Student	High School	\$10,000	Good	First case
2	2011	USA	26	F	Teacher	College	\$20,000	Good	Second case
3	2012	USA	27	M	Engineer	University	\$30,000	Good	Third case
4	2013	USA	28	F	Nurse	College	\$25,000	Good	Fourth case
5	2014	USA	29	M	Doctor	Medical School	\$40,000	Good	Fifth case
6	2015	USA	30	F	Lawyer	Law School	\$50,000	Good	Sixth case
7	2016	USA	31	M	Businessman	Business School	\$60,000	Good	Seventh case
8	2017	USA	32	F	Artist	Art School	\$15,000	Good	Eighth case
9	2018	USA	33	M	Scientist	Science School	\$70,000	Good	Ninth case
10	2019	USA	34	F	Writer	Writing School	\$20,000	Good	Tenth case
11	2020	USA	35	M	Entrepreneur	Business School	\$80,000	Good	Eleventh case
12	2021	USA	36	F	Researcher	Research School	\$90,000	Good	Twelfth case
13	2022	USA	37	M	Manager	Management School	\$100,000	Good	Thirteenth case
14	2023	USA	38	F	Analyst	Analysis School	\$110,000	Good	Fourteenth case
15	2024	USA	39	M	Developer	Computer School	\$120,000	Good	Fifteenth case
16	2025	USA	40	F	Designer	Design School	\$130,000	Good	Sixteenth case
17	2026	USA	41	M	Architect	Architecture School	\$140,000	Good	Seventeenth case
18	2027	USA	42	F	Engineer	Engineering School	\$150,000	Good	Eighteenth case
19	2028	USA	43	M	Scientist	Science School	\$160,000	Good	Nineteenth case
20	2029	USA	44	F	Writer	Writing School	\$170,000	Good	Twentieth case
21	2030	USA	45	M	Entrepreneur	Business School	\$180,000	Good	Twenty-first case
22	2031	USA	46	F	Researcher	Research School	\$190,000	Good	Twenty-second case
23	2032	USA	47	M	Manager	Management School	\$200,000	Good	Twenty-third case
24	2033	USA	48	F	Analyst	Analysis School	\$210,000	Good	Twenty-fourth case
25	2034	USA	49	M	Developer	Computer School	\$220,000	Good	Twenty-fifth case
26	2035	USA	50	F	Designer	Design School	\$230,000	Good	Twenty-sixth case
27	2036	USA	51	M	Architect	Architecture School	\$240,000	Good	Twenty-seventh case
28	2037	USA	52	F	Engineer	Engineering School	\$250,000	Good	Twenty-eighth case
29	2038	USA	53	M	Scientist	Science School	\$260,000	Good	Twenty-ninth case
30	2039	USA	54	F	Writer	Writing School	\$270,000	Good	Thirtieth case
31	2040	USA	55	M	Entrepreneur	Business School	\$280,000	Good	Thirty-first case
32	2041	USA	56	F	Researcher	Research School	\$290,000	Good	Thirty-second case
33	2042	USA	57	M	Manager	Management School	\$300,000	Good	Thirty-third case
34	2043	USA	58	F	Analyst	Analysis School	\$310,000	Good	Thirty-fourth case
35	2044	USA	59	M	Developer	Computer School	\$320,000	Good	Thirty-fifth case
36	2045	USA	60	F	Designer	Design School	\$330,000	Good	Thirty-sixth case
37	2046	USA	61	M	Architect	Architecture School	\$340,000	Good	Thirty-seventh case
38	2047	USA	62	F	Engineer	Engineering School	\$350,000	Good	Thirty-eighth case
39	2048	USA	63	M	Scientist	Science School	\$360,000	Good	Thirty-ninth case
40	2049	USA	64	F	Writer	Writing School	\$370,000	Good	Fortieth case
41	2050	USA	65	M	Entrepreneur	Business School	\$380,000	Good	Forty-first case
42	2051	USA	66	F	Researcher	Research School	\$390,000	Good	Forty-second case
43	2052	USA	67	M	Manager	Management School	\$400,000	Good	Forty-third case
44	2053	USA	68	F	Analyst	Analysis School	\$410,000	Good	Forty-fourth case
45	2054	USA	69	M	Developer	Computer School	\$420,000	Good	Forty-fifth case
46	2055	USA	70	F	Designer	Design School	\$430,000	Good	Forty-sixth case
47	2056	USA	71	M	Architect	Architecture School	\$440,000	Good	Forty-seventh case
48	2057	USA	72	F	Engineer	Engineering School	\$450,000	Good	Forty-eighth case
49	2058	USA	73	M	Scientist	Science School	\$460,000	Good	Forty-ninth case
50	2059	USA	74	F	Writer	Writing School	\$470,000	Good	Fiftieth case
51	2060	USA	75	M	Entrepreneur	Business School	\$480,000	Good	Fifty-first case
52	2061	USA	76	F	Researcher	Research School	\$490,000	Good	Fifty-second case
53	2062	USA	77	M	Manager	Management School	\$500,000	Good	Fifty-third case
54	2063	USA	78	F	Analyst	Analysis School	\$510,000	Good	Fifty-fourth case
55	2064	USA	79	M	Developer	Computer School	\$520,000	Good	Fifty-fifth case
56	2065	USA	80	F	Designer	Design School	\$530,000	Good	Fifty-sixth case
57	2066	USA	81	M	Architect	Architecture School	\$540,000	Good	Fifty-seventh case
58	2067	USA	82	F	Engineer	Engineering School	\$550,000	Good	Fifty-eighth case
59	2068	USA	83	M	Scientist	Science School	\$560,000	Good	Fifty-ninth case
60	2069	USA	84	F	Writer	Writing School	\$570,000	Good	Sixtieth case
61	2070	USA	85	M	Entrepreneur	Business School	\$580,000	Good	Sixty-first case
62	2071	USA	86	F	Researcher	Research School	\$590,000	Good	Sixty-second case
63	2072	USA	87	M	Manager	Management School	\$600,000	Good	Sixty-third case
64	2073	USA	88	F	Analyst	Analysis School	\$610,000	Good	Sixty-fourth case
65	2074	USA	89	M	Developer	Computer School	\$620,000	Good	Sixty-fifth case
66	2075	USA	90	F	Designer	Design School	\$630,000	Good	Sixty-sixth case
67	2076	USA	91	M	Architect	Architecture School	\$640,000	Good	Sixty-seventh case
68	2077	USA	92	F	Engineer	Engineering School	\$650,000	Good	Sixty-eighth case
69	2078	USA	93	M	Scientist	Science School	\$660,000	Good	Sixty-ninth case
70	2079	USA	94	F	Writer	Writing School	\$670,000	Good	Seventieth case
71	2080	USA	95	M	Entrepreneur	Business School	\$680,000	Good	Seventy-first case
72	2081	USA	96	F	Researcher	Research School	\$690,000	Good	Seventy-second case
73	2082	USA	97	M	Manager	Management School	\$700,000	Good	Seventy-third case
74	2083	USA	98	F	Analyst	Analysis School	\$710,000	Good	Seventy-fourth case
75	2084	USA	99	M	Developer	Computer School	\$720,000	Good	Seventy-fifth case
76	2085	USA	100	F	Designer	Design School	\$730,000	Good	Seventy-sixth case
77	2086	USA	101	M	Architect	Architecture School	\$740,000	Good	Seventy-seventh case
78	2087	USA	102	F	Engineer	Engineering School	\$750,000	Good	Seventy-eighth case
79	2088	USA	103	M	Scientist	Science School	\$760,000	Good	Seventy-ninth case
80	2089	USA	104	F	Writer	Writing School	\$770,000	Good	Eightieth case
81	2090	USA	105	M	Entrepreneur	Business School	\$780,000	Good	Eighty-first case
82	2091	USA	106	F	Researcher	Research School	\$790,000	Good	Eighty-second case
83	2092	USA	107	M	Manager	Management School	\$800,000	Good	Eighty-third case
84	2093	USA	108	F	Analyst	Analysis School	\$810,000	Good	Eighty-fourth case
85	2094	USA	109	M	Developer	Computer School	\$820,000	Good	Eighty-fifth case
86	2095	USA	110	F	Designer	Design School	\$830,000	Good	Eighty-sixth case
87	2096	USA	111	M	Architect	Architecture School	\$840,000	Good	Eighty-seventh case
88	2097	USA	112	F	Engineer	Engineering School	\$850,000	Good	Eighty-eighth case
89	2098	USA	113	M	Scientist	Science School	\$860,000	Good	Eighty-ninth case
90	2099	USA	114	F	Writer	Writing School	\$870,000	Good	Ninetieth case
91	2100	USA	115	M	Entrepreneur	Business School	\$880,000	Good	Ninety-first case
92	2101	USA	116	F	Researcher	Research School	\$890,000	Good	Ninety-second case
93	2102	USA	117	M	Manager	Management School	\$900,000	Good	Ninety-third case
94	2103	USA	118	F	Analyst	Analysis School	\$910,000	Good	Ninety-fourth case
95	2104	USA	119	M	Developer	Computer School	\$920,000	Good	Ninety-fifth case
96	2105	USA	120	F	Designer	Design School	\$930,000	Good	Ninety-sixth case
97	2106	USA	121	M	Architect	Architecture School	\$940,000	Good	Ninety-seventh case
98	2107	USA	122	F	Engineer	Engineering School	\$950,000	Good	Ninety-eighth case
99	2108	USA	123	M	Scientist	Science School	\$960,000	Good	Ninety-ninth case
100	2109	USA	124	F	Writer	Writing School	\$970,000	Good	One hundred case

Table 1. Summary of the 2019-2020 season									
Year	Country	Age	Gender	Height	Weight	Body Fat %	Heart Rate (b/min)	VO2 max (ml/min)	Max Power (W)
2019	USA	20	M	1.78	75	15	160	3.5	250
2020	USA	21	M	1.80	78	16	165	3.6	260
2021	USA	22	M	1.82	80	17	170	3.7	270
2022	USA	23	M	1.84	82	18	175	3.8	280
2023	USA	24	M	1.86	84	19	180	3.9	290
2024	USA	25	M	1.88	86	20	185	4.0	300
2025	USA	26	M	1.90	88	21	190	4.1	310
2026	USA	27	M	1.92	90	22	195	4.2	320
2027	USA	28	M	1.94	92	23	200	4.3	330
2028	USA	29	M	1.96	94	24	205	4.4	340
2029	USA	30	M	1.98	96	25	210	4.5	350
2030	USA	31	M	2.00	98	26	215	4.6	360
2031	USA	32	M	2.02	100	27	220	4.7	370
2032	USA	33	M	2.04	102	28	225	4.8	380
2033	USA	34	M	2.06	104	29	230	4.9	390
2034	USA	35	M	2.08	106	30	235	5.0	400
2035	USA	36	M	2.10	108	31	240	5.1	410
2036	USA	37	M	2.12	110	32	245	5.2	420
2037	USA	38	M	2.14	112	33	250	5.3	430
2038	USA	39	M	2.16	114	34	255	5.4	440
2039	USA	40	M	2.18	116	35	260	5.5	450
2040	USA	41	M	2.20	118	36	265	5.6	460
2041	USA	42	M	2.22	120	37	270	5.7	470
2042	USA	43	M	2.24	122	38	275	5.8	480
2043	USA	44	M	2.26	124	39	280	5.9	490
2044	USA	45	M	2.28	126	40	285	6.0	500
2045	USA	46	M	2.30	128	41	290	6.1	510
2046	USA	47	M	2.32	130	42	295	6.2	520
2047	USA	48	M	2.34	132	43	300	6.3	530
2048	USA	49	M	2.36	134	44	305	6.4	540
2049	USA	50	M	2.38	136	45	310	6.5	550
2050	USA	51	M	2.40	138	46	315	6.6	560
2051	USA	52	M	2.42	140	47	320	6.7	570
2052	USA	53	M	2.44	142	48	325	6.8	580
2053	USA	54	M	2.46	144	49	330	6.9	590
2054	USA	55	M	2.48	146	50	335	7.0	600
2055	USA	56	M	2.50	148	51	340	7.1	610
2056	USA	57	M	2.52	150	52	345	7.2	620
2057	USA	58	M	2.54	152	53	350	7.3	630
2058	USA	59	M	2.56	154	54	355	7.4	640
2059	USA	60	M	2.58	156	55	360	7.5	650
2060	USA	61	M	2.60	158	56	365	7.6	660
2061	USA	62	M	2.62	160	57	370	7.7	670
2062	USA	63	M	2.64	162	58	375	7.8	680
2063	USA	64	M	2.66	164	59	380	7.9	690
2064	USA	65	M	2.68	166	60	385	8.0	700
2065	USA	66	M	2.70	168	61	390	8.1	710
2066	USA	67	M	2.72	170	62	395	8.2	720
2067	USA	68	M	2.74	172	63	400	8.3	730
2068	USA	69	M	2.76	174	64	405	8.4	740
2069	USA	70	M	2.78	176	65	410	8.5	750
2070	USA	71	M	2.80	178	66	415	8.6	760
2071	USA	72	M	2.82	180	67	420	8.7	770
2072	USA	73	M	2.84	182	68	425	8.8	780
2073	USA	74	M	2.86	184	69	430	8.9	790
2074	USA	75	M	2.88	186	70	435	9.0	800
2075	USA	76	M	2.90	188	71	440	9.1	810
2076	USA	77	M	2.92	190	72	445	9.2	820
2077	USA	78	M	2.94	192	73	450	9.3	830
2078	USA	79	M	2.96	194	74	455	9.4	840
2079	USA	80	M	2.98	196	75	460	9.5	850
2080	USA	81	M	3.00	198	76	465	9.6	860
2081	USA	82	M	3.02	200	77	470	9.7	870
2082	USA	83	M	3.04	202	78	475	9.8	880
2083	USA	84	M	3.06	204	79	480	9.9	890
2084	USA	85	M	3.08	206	80	485	10.0	900
2085	USA	86	M	3.10	208	81	490	10.1	910
2086	USA	87	M	3.12	210	82	495	10.2	920
2087	USA	88	M	3.14	212	83	500	10.3	930
2088	USA	89	M	3.16	214	84	505	10.4	940
2089	USA	90	M	3.18	216	85	510	10.5	950
2090	USA	91	M	3.20	218	86	515	10.6	960
2091	USA	92	M	3.22	220	87	520	10.7	970
2092	USA	93	M	3.24	222	88	525	10.8	980
2093	USA	94	M	3.26	224	89	530	10.9	990
2094	USA	95	M	3.28	226	90	535	11.0	1000
2095	USA	96	M	3.30	228	91	540	11.1	1010
2096	USA	97	M	3.32	230	92	545	11.2	1020
2097	USA	98	M	3.34	232	93	550	11.3	1030
2098	USA	99	M	3.36	234	94	555	11.4	1040
2099	USA	100	M	3.38	236	95	560	11.5	1050
2100	USA	101	M	3.40	238	96	565	11.6	1060
2101	USA	102	M	3.42	240	97	570	11.7	1070
2102	USA	103	M	3.44	242	98	575	11.8	1080
2103	USA	104	M	3.46	244	99	580	11.9	1090
2104	USA	105	M	3.48	246	100	585	12.0	1100
2105	USA	106	M	3.50	248	101	590	12.1	1110
2106	USA	107	M	3.52	250	102	595	12.2	1120
2107	USA	108	M	3.54	252	103	600	12.3	1130
2108	USA	109	M	3.56	254	104	605	12.4	1140
2109	USA	110	M	3.58	256	105	610	12.5	1150
2110	USA	111	M	3.60	258	106	615	12.6	1160
2111	USA	112	M	3.62	260	107	620	12.7	1170
2112	USA	113	M	3.64	262	108	625	12.8	1180
2113	USA	114	M	3.66	264	109	630	12.9	1190
2114	USA	115	M	3.68	266	110	635	13.0	1200
2115	USA	116	M	3.70	268	111	640	13.1	1210
2116	USA	117	M	3.72	270	112	645	13.2	1220
2117	USA	118	M	3.74	272	113	650	13.3	1230
2118	USA	119	M	3.76	274	114	655	13.4	1240
2119	USA	120	M	3.78	276	115	660	13.5	1250
2120	USA	121	M	3.80	278	116	665	13.6	1260
2121	USA	122	M	3.82	280	117	670	13.7	1270
2122	USA	123	M	3.84	282	118	675	13.8	1280
2123	USA	124	M	3.86	284	119	680	13.9	1290
2124	USA	125	M	3.88	286	120	685	14.0	1300
2125	USA	126	M	3.90	288	121	690	14.1	1310
2126	USA	127	M	3.92	290	122	695	14.2	1320
2127	USA	128	M	3.94	292	123	700	14.3	1330
2128	USA	129	M	3.96	294	124	705	14.4	1340
2129	USA	130	M	3.98	296	125	710	14.5	1350
2130	USA	131	M	4.00	298	126	715	14.6	1360
2131	USA	132	M	4.02	300	127	720	14.7	1370
2132	USA	133	M	4.04	302	128	725	14.8	1380
2133	USA	134	M	4.06	304	129	730	14.9	1390
2134	USA	135	M	4.08	306	130	735	15.0	1400
2135	USA	136	M	4.10	308	131	740	15.1	1410
2136	USA	137	M	4.12	310	132	745	15.2	1420
2137	USA	138	M	4.14	312	133	750	15.3	1430
2138	USA	139	M	4.16	314	134	755	15.4	1440
2139	USA	140	M	4.18	316	135	760	15.5	1450
2140	USA	141	M	4.20	318	136	765	15.6	1460
2141	USA	142	M	4.22	320	137	770	15.7	1470
2142	USA	143	M	4.24	322	138	775	15.8	1480
2143	USA	144	M	4.26	324	139	780	15.9	1490
2144	USA	145	M	4.28	326	140	785	16.0	1500
2145	USA	146	M	4.30	328	141	790	16.1	1510
2146	USA	147	M	4.32	330	142	795	16.2	1520
2147	USA	148	M	4.34	332	143	800	16.3	1530
2148	USA	149	M	4.36	334	144	805	16.4	1540
2149	USA	150	M	4.38	336	145	810	16.5	1550
2150	USA	151	M	4.40	338	146	815	16.6	1560
2151	USA	152	M	4.42	340	147	820	16.7	1570
2152	USA	153	M	4.44	342	148	825	16.8	1580
2153	USA	154	M	4.46	344	149	830	16.9	1590
2154	USA	155	M	4.48	346	150	835	17.0	1600
2155	USA	156	M	4.50	348	151	840	17.1	1610
2156	USA	157	M	4.52	350	152	845	17.2	1620
2157	USA	158	M	4.54	352	153	850	17.3	1630
2158	USA	159	M	4.56	354	154	855	17.4	1640
2159	USA	160	M	4.58	356	155	860	17.5	1650
2160	USA	161	M	4.60	358	156	865	17.6	1660
2161	USA	162	M	4.62	360	157	870	17.7	1670
2162	USA	163	M	4.64	362	158	875	17.8	1680
2163	USA	164	M	4.66	364	159	880	17.9	1690
2164	USA	165	M	4.68	366	160	885	18.0	1700
2165	USA	166	M	4.70	368	161	890	18.1	



Case No.	Case Name	Case Type	Case Status	Case Date	Case Location	Case Description	Case Outcome	Case Notes
10001	John Doe	Personal Injury	Settled	2023-01-15	New York	Car accident on I-95, rear-end collision.	Settlement of \$15,000.	Client satisfied with outcome.
10002	Jane Smith	Contract Dispute	On Hold	2023-02-01	California	Dispute over software license agreement.	Mediation scheduled for March.	Waiting for client to provide documents.
10003	Michael Brown	Real Estate	Completed	2023-03-10	Florida	Boundary dispute between neighbors.	Verdict in favor of client.	Client wants to appeal.
10004	Sarah White	Employment	Settled	2023-04-05	Illinois	Wrongful termination claim.	Settlement of \$20,000.	Client happy with result.
10005	David Green	Personal Injury	On Hold	2023-05-20	Texas	Slip and fall at grocery store.	Insurance company denying claim.	Client wants to sue.
10006	Emily Black	Contract Dispute	Settled	2023-06-12	Washington	Dispute over construction contract.	Settlement of \$10,000.	Client satisfied.
10007	Robert Lee	Real Estate	Completed	2023-07-08	Arizona	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10008	Lisa King	Employment	On Hold	2023-08-01	Georgia	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10009	James Hall	Personal Injury	Settled	2023-09-15	Michigan	Car accident on I-75.	Settlement of \$12,000.	Client satisfied.
10010	Amanda Young	Contract Dispute	On Hold	2023-10-01	Colorado	Dispute over freelance contract.	Mediation scheduled for November.	Waiting for client to provide documents.
10011	Christopher Adams	Real Estate	Completed	2023-11-10	North Carolina	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10012	Michelle Baker	Employment	Settled	2023-12-05	South Carolina	Wrongful termination claim.	Settlement of \$18,000.	Client satisfied.
10013	Daniel Wilson	Personal Injury	On Hold	2024-01-20	Virginia	Slip and fall at restaurant.	Insurance company denying claim.	Client wants to sue.
10014	Olivia Taylor	Contract Dispute	Settled	2024-02-12	West Virginia	Dispute over software license agreement.	Settlement of \$8,000.	Client satisfied.
10015	Benjamin Clark	Real Estate	Completed	2024-03-08	Massachusetts	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10016	Sophia Lewis	Employment	On Hold	2024-04-01	Minnesota	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10017	Matthew Walker	Personal Injury	Settled	2024-05-15	Wisconsin	Car accident on I-90.	Settlement of \$14,000.	Client satisfied.
10018	Isabella Hall	Contract Dispute	On Hold	2024-06-01	Missouri	Dispute over freelance contract.	Mediation scheduled for July.	Waiting for client to provide documents.
10019	Christopher King	Real Estate	Completed	2024-07-10	Arkansas	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10020	Victoria Green	Employment	Settled	2024-08-05	Louisiana	Wrongful termination claim.	Settlement of \$16,000.	Client satisfied.
10021	Andrew White	Personal Injury	On Hold	2024-09-20	Alabama	Slip and fall at grocery store.	Insurance company denying claim.	Client wants to sue.
10022	Evelyn Black	Contract Dispute	Settled	2024-10-12	Mississippi	Dispute over software license agreement.	Settlement of \$7,000.	Client satisfied.
10023	Joshua Brown	Real Estate	Completed	2024-11-08	Kentucky	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10024	Alexandra Young	Employment	On Hold	2024-12-01	Tennessee	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10025	Christopher Adams	Personal Injury	Settled	2025-01-15	Indiana	Car accident on I-75.	Settlement of \$13,000.	Client satisfied.
10026	Olivia Taylor	Contract Dispute	On Hold	2025-02-01	Ohio	Dispute over freelance contract.	Mediation scheduled for March.	Waiting for client to provide documents.
10027	Benjamin Clark	Real Estate	Completed	2025-03-10	Illinois	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10028	Sophia Lewis	Employment	Settled	2025-04-05	Michigan	Wrongful termination claim.	Settlement of \$17,000.	Client satisfied.
10029	Matthew Walker	Personal Injury	On Hold	2025-05-20	North Carolina	Slip and fall at restaurant.	Insurance company denying claim.	Client wants to sue.
10030	Isabella Hall	Contract Dispute	Settled	2025-06-12	South Carolina	Dispute over software license agreement.	Settlement of \$9,000.	Client satisfied.
10031	Joshua Brown	Real Estate	Completed	2025-07-08	Virginia	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10032	Alexandra Young	Employment	On Hold	2025-08-01	West Virginia	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10033	Christopher King	Personal Injury	Settled	2025-09-15	Massachusetts	Car accident on I-95.	Settlement of \$11,000.	Client satisfied.
10034	Victoria Green	Contract Dispute	On Hold	2025-10-01	Minnesota	Dispute over freelance contract.	Mediation scheduled for November.	Waiting for client to provide documents.
10035	Andrew White	Real Estate	Completed	2025-11-10	Wisconsin	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10036	Evelyn Black	Employment	Settled	2025-12-05	Missouri	Wrongful termination claim.	Settlement of \$19,000.	Client satisfied.
10037	Joshua Brown	Personal Injury	On Hold	2026-01-20	Alabama	Slip and fall at grocery store.	Insurance company denying claim.	Client wants to sue.
10038	Olivia Taylor	Contract Dispute	Settled	2026-02-12	Mississippi	Dispute over software license agreement.	Settlement of \$6,000.	Client satisfied.
10039	Benjamin Clark	Real Estate	Completed	2026-03-08	Kentucky	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10040	Sophia Lewis	Employment	On Hold	2026-04-01	Tennessee	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10041	Matthew Walker	Personal Injury	Settled	2026-05-15	Indiana	Car accident on I-75.	Settlement of \$10,000.	Client satisfied.
10042	Isabella Hall	Contract Dispute	On Hold	2026-06-01	Ohio	Dispute over freelance contract.	Mediation scheduled for July.	Waiting for client to provide documents.
10043	Joshua Brown	Real Estate	Completed	2026-07-10	Illinois	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10044	Alexandra Young	Employment	Settled	2026-08-05	Michigan	Wrongful termination claim.	Settlement of \$21,000.	Client satisfied.
10045	Christopher King	Personal Injury	On Hold	2026-09-20	North Carolina	Slip and fall at restaurant.	Insurance company denying claim.	Client wants to sue.
10046	Victoria Green	Contract Dispute	Settled	2026-10-12	South Carolina	Dispute over software license agreement.	Settlement of \$5,000.	Client satisfied.
10047	Andrew White	Real Estate	Completed	2026-11-08	Virginia	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10048	Evelyn Black	Employment	On Hold	2026-12-01	West Virginia	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10049	Joshua Brown	Personal Injury	Settled	2027-01-15	Massachusetts	Car accident on I-95.	Settlement of \$9,000.	Client satisfied.
10050	Olivia Taylor	Contract Dispute	On Hold	2027-02-01	Minnesota	Dispute over freelance contract.	Mediation scheduled for March.	Waiting for client to provide documents.
10051	Benjamin Clark	Real Estate	Completed	2027-03-10	Wisconsin	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10052	Sophia Lewis	Employment	Settled	2027-04-05	Missouri	Wrongful termination claim.	Settlement of \$22,000.	Client satisfied.
10053	Matthew Walker	Personal Injury	On Hold	2027-05-20	Alabama	Slip and fall at grocery store.	Insurance company denying claim.	Client wants to sue.
10054	Isabella Hall	Contract Dispute	Settled	2027-06-12	Mississippi	Dispute over software license agreement.	Settlement of \$4,000.	Client satisfied.
10055	Joshua Brown	Real Estate	Completed	2027-07-08	Kentucky	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10056	Alexandra Young	Employment	On Hold	2027-08-01	Tennessee	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10057	Christopher King	Personal Injury	Settled	2027-09-15	Indiana	Car accident on I-75.	Settlement of \$8,000.	Client satisfied.
10058	Victoria Green	Contract Dispute	On Hold	2027-10-01	Ohio	Dispute over freelance contract.	Mediation scheduled for November.	Waiting for client to provide documents.
10059	Andrew White	Real Estate	Completed	2027-11-10	Illinois	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10060	Evelyn Black	Employment	Settled	2027-12-05	Michigan	Wrongful termination claim.	Settlement of \$23,000.	Client satisfied.
10061	Joshua Brown	Personal Injury	On Hold	2028-01-20	North Carolina	Slip and fall at restaurant.	Insurance company denying claim.	Client wants to sue.
10062	Olivia Taylor	Contract Dispute	Settled	2028-02-12	South Carolina	Dispute over software license agreement.	Settlement of \$3,000.	Client satisfied.
10063	Benjamin Clark	Real Estate	Completed	2028-03-08	Virginia	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10064	Sophia Lewis	Employment	On Hold	2028-04-01	West Virginia	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10065	Matthew Walker	Personal Injury	Settled	2028-05-15	Massachusetts	Car accident on I-95.	Settlement of \$7,000.	Client satisfied.
10066	Isabella Hall	Contract Dispute	On Hold	2028-06-01	Minnesota	Dispute over freelance contract.	Mediation scheduled for March.	Waiting for client to provide documents.
10067	Joshua Brown	Real Estate	Completed	2028-07-10	Wisconsin	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10068	Alexandra Young	Employment	Settled	2028-08-05	Missouri	Wrongful termination claim.	Settlement of \$24,000.	Client satisfied.
10069	Christopher King	Personal Injury	On Hold	2028-09-20	Alabama	Slip and fall at grocery store.	Insurance company denying claim.	Client wants to sue.
10070	Victoria Green	Contract Dispute	Settled	2028-10-12	Mississippi	Dispute over software license agreement.	Settlement of \$2,000.	Client satisfied.
10071	Andrew White	Real Estate	Completed	2028-11-08	Kentucky	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10072	Evelyn Black	Employment	On Hold	2028-12-01	Tennessee	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10073	Joshua Brown	Personal Injury	Settled	2029-01-15	Indiana	Car accident on I-75.	Settlement of \$6,000.	Client satisfied.
10074	Olivia Taylor	Contract Dispute	On Hold	2029-02-01	Ohio	Dispute over freelance contract.	Mediation scheduled for March.	Waiting for client to provide documents.
10075	Benjamin Clark	Real Estate	Completed	2029-03-10	Illinois	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10076	Sophia Lewis	Employment	Settled	2029-04-05	Michigan	Wrongful termination claim.	Settlement of \$25,000.	Client satisfied.
10077	Matthew Walker	Personal Injury	On Hold	2029-05-20	North Carolina	Slip and fall at restaurant.	Insurance company denying claim.	Client wants to sue.
10078	Isabella Hall	Contract Dispute	Settled	2029-06-12	South Carolina	Dispute over software license agreement.	Settlement of \$1,000.	Client satisfied.
10079	Joshua Brown	Real Estate	Completed	2029-07-08	Virginia	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10080	Alexandra Young	Employment	On Hold	2029-08-01	West Virginia	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10081	Christopher King	Personal Injury	Settled	2029-09-15	Massachusetts	Car accident on I-95.	Settlement of \$5,000.	Client satisfied.
10082	Victoria Green	Contract Dispute	On Hold	2029-10-01	Minnesota	Dispute over freelance contract.	Mediation scheduled for November.	Waiting for client to provide documents.
10083	Andrew White	Real Estate	Completed	2029-11-10	Wisconsin	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10084	Evelyn Black	Employment	Settled	2029-12-05	Missouri	Wrongful termination claim.	Settlement of \$26,000.	Client satisfied.
10085	Joshua Brown	Personal Injury	On Hold	2030-01-20	Alabama	Slip and fall at grocery store.	Insurance company denying claim.	Client wants to sue.
10086	Olivia Taylor	Contract Dispute	Settled	2030-02-12	Mississippi	Dispute over software license agreement.	Settlement of \$1,000.	Client satisfied.
10087	Benjamin Clark	Real Estate	Completed	2030-03-08	Kentucky	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10088	Sophia Lewis	Employment	On Hold	2030-04-01	Tennessee	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10089	Matthew Walker	Personal Injury	Settled	2030-05-15	Indiana	Car accident on I-75.	Settlement of \$4,000.	Client satisfied.
10090	Isabella Hall	Contract Dispute	On Hold	2030-06-01	Ohio	Dispute over freelance contract.	Mediation scheduled for March.	Waiting for client to provide documents.
10091	Joshua Brown	Real Estate	Completed	2030-07-10	Illinois	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10092	Alexandra Young	Employment	Settled	2030-08-05	Michigan	Wrongful termination claim.	Settlement of \$27,000.	Client satisfied.
10093	Christopher King	Personal Injury	On Hold	2030-09-20	North Carolina	Slip and fall at restaurant.	Insurance company denying claim.	Client wants to sue.
10094	Victoria Green	Contract Dispute	Settled	2030-10-12	South Carolina	Dispute over software license agreement.	Settlement of \$1,000.	Client satisfied.
10095	Andrew White	Real Estate	Completed	2030-11-08	Virginia	Dispute over property taxes.	Verdict in favor of client.	Client happy.
10096	Evelyn Black	Employment	On Hold	2030-12-01	West Virginia	Harassment claim at workplace.	Internal investigation ongoing.	Client wants to sue.
10097	Joshua Brown	Personal Injury	Settled	2031-01-15	Massachusetts	Car accident on I-95.	Settlement of \$3,000.	Client satisfied.
10098	Olivia Taylor	Contract Dispute	On Hold	2031-02-01	Minnesota	Dispute over freelance contract.	Mediation scheduled for March.	Waiting for client to provide documents.
10099	Benjamin Clark	Real Estate	Completed	2031-03-10	Wisconsin	Boundary dispute between neighbors.	Verdict in favor of client.	Client happy.
10100	Sophia Lewis	Employment	Settled	2031-04-05	Missouri	Wrongful termination claim.	Settlement of \$28,000.	Client satisfied.

X

Extended Contract Rationale

The rational or justification documentation on file with the board was not accessible at this time. This will be a document that will be located and copied in the near future for verification and substantial proof for maintaining our extended contracts.

Currently, Agriculture instructors at Atwater High School are compensated 20% of their salary, surpassing the minimum \$2000, for year-round instruction. All 9 teachers are full-time agriculture instructors within the school day and throughout the summers to provide adequate supervision of SAE projects. Following is the R-2 Teacher Information Form.

Y

Travel Plan

In the Merced Unified High School District, travel plans must be submitted any time a district employee and/or students are spending the night somewhere. The plans must be submitted prior to the event and are approved must be approved by the department head, high school principal, superintendent and school board.

The travel request covers the logistics of the trip as well as estimated expenses incurred on the trip.

Attached you will find:

- *Example of a completed travel request*

MERCED UNION HIGH SCHOOL DISTRICT

PUPIL FIELD TRIP PERMISSION SLIP AND MEDICAL AUTHORIZATION

School:	
Activity:	
Destination:	
Method of Transportation:	
Departure Date & Time:	
Return Date & Time:	
Departure Location:	
Return Location:	
Contact Person:	

Authorized: _____
Signature Print Title Date

This section to be completed by parent/guardian

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

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

(Print Pupil's Name)

(Date of Birth)

(School of Attendance)

ASSUMPTION OF RISK, WAIVER, INDEMNIFICATION AND MEDICAL AUTHORIZATION

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

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

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

1. All persons making the field trip or excursion shall be deemed to have assumed liability and waived all claims against the Merced Union High School District ("District") or the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.
2. In the event of illness or injury, we (I) consent to all routine and/or emergency medical treatments and/or services prescribed by the attending physician, surgeon, or dentist, and to the administration and performance of all examinations, treatments, anesthetics, operations, and other procedures which are deemed necessary or advisable by the attending physician at the scene and/or at the hospital or other medical facility.
3. That we (I) are (am) solely financially responsible for any cost and/or all indebtedness incurred as a result of any emergency and/or routine medical and/or surgical treatment and services prescribed by the attending physician for our (my) child/ward, including all charges not covered by insurance.
4. To indemnify and hold harmless the MUHSD, its officers, employees, agents, representatives, and volunteers from each and every claim or demand made, and each and every liability, action, loss, debt, or damage which may arise by or in connection with, or result from, any routine and/or emergency medical services, or participation of our (my) child/ward in any activities covered by this permission slip.
5. We (I) fully understand that all persons making the field trip or excursion are to abide by all rules and regulations governing conduct during the trip. Any violation of these rules and regulations may result in the individual being sent home at our (my) expense. We (I) understand my child/ward must go and return in district provided transportation.

6. If our (my) child/ward has a special medical condition and/or physical disability diagnosed by a physician, a description of that medical condition and/or physical disability is attached hereto.

A special note to Parent/Guardian:

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

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:

	Name of medication	How it is to be given	Time	Amount	Reason for Medication
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

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: _____
Name Phone No.

Pupil's Medical Insurance Carrier: _____ Policy #: _____

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.

Z
CATA Membership

All instructors in the Atwater Agriculture Department are paid, voting members of the California Agriculture Teachers' Association. Following is a copy of my purchase order for all Ag Teacher's dues.

Attached you will find:

- *Copy of Ag Teacher dues*

**CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION
MEMBERSHIP APPLICATION**

NAME: _____
Last First MI

HOME ADDRESS: _____

CITY/STATE/ZIP CODE: _____

TELEPHONE NUMBER: _____ CELL: _____

WORK NUMBER: _____ FAX: _____

E-MAIL ADDRESS: _____

CATA REGION: _____ CATA SECTION: _____ SCHOOL: _____

CATA has my permission to distribute my home address and telephone number to other ag teachers. Yes _____ No _____ Signature: _____

Regular Dues - \$140 _____
Ag Teachers less than ½ time (FTE) - \$70 _____
Installment Billing – at least \$26* _____
Associate - \$15 _____
New Teacher - \$70 _____
Life Membership - \$1,400.00 _____
Optional - ACTE Dues - \$80 _____
Optional - NAAE Dues - \$60 _____

SUB TOTAL DUES

Optional - Contribution to CATA Scholarship Fund
\$10 _____ \$25 _____ \$50 _____ \$100 _____ Other _____
Optional – Contribution to CATA Member Relief Fund
\$10 _____ \$25 _____ \$50 _____ \$100 _____ Other _____

TOTAL (Please make check payable to CATA.) _____

Important Tax Notice to CATA Members

Contributions or gifts to CATA are not deductible as charitable contributions for income tax purposes. However, CATA dues may be tax deductible as an ordinary and necessary business expense. Please consult your tax advisor.

Charge my dues to: VISA _____ Master Card _____
Card # _____ Expiration Date _____ CVS _____
Signature: _____

Installment dues are \$140 + service charge of \$16 = Total \$ 156

Installment dues for New Teachers are \$70 + service charge of \$8 = Total \$ 78

Service charge is for Installment Dues ONLY

Please note that members electing to pay monthly are agreeing to pay the full amount whether or not they decide to pay off their dues early.

Signature: _____

Mail to: California Agricultural Teachers' Assn.
P.O. Box 186
Galt, CA 95632-0186

Receipt No. _____

Member Card No. _____

01.02.01

Rev: 2019

AA

Meeting Reports

The Atwater Agriculture Department meets weekly to discuss current events, future activities or events, and other business necessary. Following are example agendas.

Weekly collaboration meeting also occur between agriculture and science department to maintain communication and aligned courses to meet the standards. Minutes for these meetings are not taken.

Attached you will find:

- *Copy of Ag Department Meeting Agenda/Minutes*

Date: May 29, 2019

**Atwater Agriculture Department
Department Meeting**



Roll / Attendance

_____ Dan Flatt	_____ Dave Gossman	_____ Natalie Borba	_____ Lesley Zorra
_____ Kaylyn Davenport	_____ Kim Macintosh	_____ Sam Meredith	
_____ Shelby West	_____ Jose Vargas	_____ Taylor Helton	

Calendar

_____ May 30-31 st	Graduate Follow-Up / End-of-Year Surveys DUE
_____ June 2 – 9	Merced County Fair
_____ June 6	Last Day of School / Graduation
_____ June 9	Fair Awards / Clean-Up
_____ June 11	Fair Check Pick-Up / AET Close
_____ June 13	Point Award Trip
_____ June 23-27	CATA Summer Conference
_____ Aug 5-7	Atwater FFA Leadership Retreat (Yosemite)
_____ Aug 14	1 st Day of School

NOTES

New Business

_____	Staff and officer clothing ordered
_____	Fair T-Shirts / Distribution Plan
_____	Ag Vehicles to CATA Conference?

Old Business / "Things That Have To Get Done"

_____	Tier I Certifications (Update)
_____	Hitch keys (all trucks)
_____	New truck schedule (windows tint) / usage / gooseneck hitch / Linex
_____	Rabbit / Poultry Student Managers ('19-'20)
_____	Glenn Arnold – Update
_____	Graduate Follow-Up – Need ALL Certs Completed
_____	End of Year Facility Cleaning / Organizing Plan(s)
_____	Indy / Wash DC Fundraising Update
_____	Rafting – 37 people confirmed

BB
Wish List

Every year, as a department we discuss what our goals are as a department and what we want to improve in our program. Depending on where the funds went the year before determines where other funds can be spent on.

Attached you will find:

- 2018-2019 wish list

5. **Expand & Develop Agriculture Facilities / Resources**

Agriculture Mechanics / Shops

- Replace/upgrade old power mechanics equipment
- Replace/upgrade shop electrical for new downdraft tables

Agriculture Facility

- Explore expanded usage of N (back) area of school (farm a crop)
- Purchase of a new metal shed for expanded current/future equipment

Arnold's Farm

- "Fine-tune" sheep/swine pen/facility operation equipment/layout

Fair Projects

- Purchase new/expanded fair/show equipment for expanded student SAE's

Horticulture / Floriculture

- CRAECP Grant equipment (expand growing benches, etc...)
- Implement/utilize portable fertilizer injector
- Expand variety of plant stock for sales and long term growing/stock
- Expand county fair horticulture entries
- Set-up and utilization of new floral trailer
- Expand floral business credit card payment process

Pole Barn

- Reorganize and clean pole barn area for improved operation efficiency

Poultry Facility

- Expand/strengthen turkey SAE operation/facility

Rabbit Facility

- Expand and revise current pole barn rabbit facility
- Develop and improve rabbit cleaning/maintenance operation

Science Room/Lab Equipment

- Utilize new microscopes and implement into biology curriculum

CC

Advisory Committee Agenda

The Atwater FFA Advisory Committee meets twice a year. Those invited to participate in the fall meeting are Agriculture instructors, committee members, industry representatives, and other special guests. Here we discuss business relevant to our program's success for the upcoming year.

Our spring advisory committee meeting includes Agriculture instructors, committee members, 8th grade principals, administration, and counselors, AHS administration and counselors, and other special guests. This meeting is focused on recruitment, summary of the year's success thus far, and proposals for future changes to better our department.

Attached you will find:

- *Advisory Committee Meeting Agenda*

**Advisory Committee for Agriculture Education
Merced Union High School District
Merced, California**

Approved 2011

Atwater High School

Livingston High School

Buhach Colony High School

Merced High School

Golden Valley High School

SECTION A- PURPOSE:

- Article 1. The agriculture Advisory Committee shall exist only during such time as it is authorized by the administration of the District of the Board of Education.
- Article 2. The Advisory Committee may direct its advice and recommendations toward the Agriculture teachers, the school and district administration or the Board of Education. It shall limit its activities to matters concerning the Agriculture Education Department.
- Article 3. It shall be the duty of the Advisory committee to:
- a) Study the needs of the community related to the work of the Agriculture Department
 - b) Suggest and advise in areas of education pertaining to the objectives of the district's Agriculture Education program(s).
 - c) Review the departments' ability to meet state standards in Agriculture Education.
 - d) Review and evaluate facilities and equipment available for the use of instruction.
 - e) Assist in evaluation the agriculture programs instruction, curriculum and course content being provided to the students.
 - f) Study the programs of Agriculture Departments in other communities with the idea of encouraging the use in this community of those objectives and practices that may be applicable.
 - g) Serve as an avenue of communication between the Agriculture Department and the community.
 - h) Provide special committees to work with various groups participating in the Agriculture Education Program such as FFA members, parents and the FFA Booster Club.
 - i) The Advisory committee shall have an appointed chair, vice chair. The secretary shall be one of the Agriculture instructors from the department.

Section B- Membership

- Article 1. There shall be a maximum of 14 members on the Agriculture Advisory Committee, with a variety of representation from the animal science, horticulture, agriculture mechanics, and agriculture business pathways as well as other business, community, and educational representatives who serve the agriculture industry or agriculture department.

- Article 2. Members shall be selected in such a way that they represent a cross-section of the farm and business community served by the Agriculture Department.
- Article 3. Members shall be nominated by the Agriculture Department Staff and shall be notified of their appointment by the Agriculture Department Chairman.
- Article 4. Members:
- A) The term of membership shall be for three years and can be renewed at the end of the term.
 - B) Be appointed and re-appointed as the need arises.
 - C) Have the only voting rights of the committee.
 - D) Appoint/approve an acting chairman, vice chairman and secretary.
- Article 5. In case of vacancies, new members shall be elected to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining of the vacancy filled.
- Article 6. An individual shall lose membership if he/she fails to take an active role in the committee's activities or is no longer a positive contributing member of the committee. The committee will make this decision after consulting with the Agriculture Department Staff.
- Article 7. The Board of Education shall appoint a Board Member and the District superintendent or his representative to act as a non-voting member of the committee.
- Article 8. The Superintendent and Board Members will not be voting members but may attend meetings.
- Article 9. The Agriculture Education Staff will be non-voting members and will attend all meetings.

Section C- Meetings

- Article 1. The committee shall meet no less than two times per year, ideally three times per year. The Agriculture Department Chairman and the Agriculture Advisory Committee Chairman will decide on meeting dates.
- Article 2. The Chairman as necessary may call special meeting during the year.
- Article 3. Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the Agriculture Department Chairman.
- Article 4. The meetings shall not continue for more than two hours unless so voted by the committee members present.

- Article 5. A quorum will consist of a majority (50% + 1) of the total eligible voting members of the committee.

Section D- Chairman

- Article 1. The Agriculture Advisory Committee Chairman shall be elected each fall from the group of members who has served on the existing committee for at least one year. His duties shall be:
- a) To preside at all committee meetings.
 - b) To appoint special committees which may include persons other than the committee members
 - c) To call special meetings as needed.
- Article 2. The duties of the Agriculture Department Chairman shall be:
- a) To keep attendance records of the committee members.
 - b) To keep a record of discussion, recommendations, motions passed and committee appointments.
 - c) To maintain a permanent record file of all committee activities.
 - d) To distribute minutes of the committee meetings and copies of other committee documents to the committee members, Board of Education members, school site administration, superintendent, agriculture staff, and others who may be concerned. The school facilities and office staff shall be available for this purpose.
 - e) To prepare the agenda for the committee meetings if requested to do so by the committee.

Section E- Changes in By-Laws and Constitution:

- Article 1. Suggestions for changes in the Constitution and By-Laws must be presented to the chairman and then must be approved by a majority vote of the committee membership. Then said suggestions must be passed by the Board of Education before adopting.

DD

Advisory Committee Charter & By-Laws

At this time the Atwater Ag Department cannot find a charter for the Ag. Advisory Committee. The committee is a group of community members, college professors, past students and current parents of the program. There sole purpose is to advise the instructors and inform us of what the industry and community is looking for in our future citizens. Included is a sample of the functions and duties for the Ag advisory committee and instructions for the Atwater Ag advisory committee members. These important piece are now added to the Comprehensive Program Plan documents.

Attached you will find:

- *Advisory Committee By-Laws*

Atwater High School Agriculture Department 2018-2019 Budget

2018 - 2019 Atwater High School Agriculture Department / Atwater FFA Budget																									
	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS
	General	Floral	Hort	Metal	Wood/Eng	Trans	Special/General	Carl Perkins	AHS Site																
REVENUE	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act
Ag Boosters Allocation	\$ 13,000.00																								
Ag Incentive Grant																									
Ag Incentive District Match																									
AHS Site Allocation																									
Carl Perkins Funding																									
Community Donations (Nationals)	\$ 1,000.00																								
CRAECP Pathway Grant																									
CTEG Grant																									
District CTE Projects / General																									
District Transportation Allocation																									
Fall Fest Fundraiser	\$ 8,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00																			
Floral Projects		\$ 14,000.00																							
Horticulture Projects			\$ 6,000.00																						
Merced Fair Projects (Premiums/Awards)																									
Metal Shop Projects				\$ 1,500.00																					
Milk Vending Machine	\$ 2,000.00			\$ 16,500.00																					
Placemat Ad Fundraiser	\$ 7,000.00																								
SaveMart SHARES Program	\$ 1,000.00																								
Specialized / Ag Industry Grant																									
State CTE Grants																									
Student Shop Project Loan																									
Take-Out BBQ Fundraisers	\$ 18,000.00																								
Wood / Eng. Shop Projects																									
TOTAL	\$ 50,000.00	\$ 15,000.00	\$ 7,000.00	\$ 19,500.00	\$ 5,500.00	\$ 7,775.00	\$ 49,200.00	\$ 216,500.00	\$ 48,000.00	\$ 6,800.00	\$ 425,275.00														
Expenses	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	FFA	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS	MUHS
	General	Floral	Hort	Metal	Wood/Eng	Trans	Special/General	Carl Perkins	AHS Site																
	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act
Ag Staff / CATA Professional Development																									
Ag/FFA Marketing & Promotion	\$ 3,000.00																								
Ag / Facility Equipment / Supplies																									
Classroom/Lab Equipment																									
Classroom/Lab Supplies																									
FFA Events, Activities, and Transportation	\$ 10,000.00																								
FFA Field Day Registrations/Hotel	\$ 5,000.00																								
FFA Leadership Conferences/Retreats	\$ 5,000.00																								
FFA Meetings (Food, Supplies, etc.)	\$ 4,000.00																								
FFA Membership Dues																									
FFA National Convention	\$ 5,000.00																								
FFA State Leadership Convention	\$ 1,700.00																								
FFA Supplies	\$ 2,000.00																								
FFA/Ag Transportation	\$ 2,000.00																								
FFA/Fair Equipment and Supplies	\$ 1,000.00	\$ 13,000.00																							
Floral Equipment																									
Floral Supplies																									
Horticulture Equipment																									
Horticulture Supplies / Plant Stock																									
Office/Operation Supplies & Equip	\$ 3,000.00																								
Poultry Facility / Equipment / Supplies																									
School Farm Facility / Equipment / Supplies	\$ 3,300.00																								
Sm Engine / Wood Shop Equipment & Maint.	\$ 1,000.00																								
Sm Engine / Wood Shop Supplies & Materials	\$ 5,000.00																								
Student Fundraising Incentives																									
Student Shop Loan Repayment																									
Welding Shop Equipment & Maint.	\$ 1,000.00																								
Welding Shop Supplies																									
TOTAL	\$ 50,000.00	\$ 15,000.00	\$ 6,000.00	\$ 19,500.00	\$ 5,500.00	\$ 7,775.00	\$ 49,200.00	\$ 216,500.00	\$ 48,000.00	\$ 6,800.00	\$ 424,275.00														

EE

Budget Reports

Budget Proposals are completed during the summer and used to determine where funds will be allotted for the upcoming school year. Our budget is maintained through a district system. Financial activity reports are printed bi-monthly to keep track of expenditures and remaining funds. The

Atwater Agriculture Department is responsible for maintaining all purchases orders, money transfers, and other financial activities.

Attached you will find:

- *2018-2019 Budget Report*

FF
District Allocation

At Atwater High School, our account is managed by the District System. One staff member is responsible for keep accurate records and submitting requests and reimbursements. All spending must have prior approval from the district before purchases can be made.

Attached you will find:

- *2018-2019 District Allocation*

GG

District Budget Process

The Merced Union High School District maintains the agriculture budget through a district computer program. The Atwater Ag Department is responsible to submit all purchase orders, budget transfers, transportation/travel requests, or any other paper work necessary. The budget includes four accounts: Ag Incentive monies, Ag Site(district) monies, and our FFA account through the Student Body Office.

Reports are received bi-monthly to keep track of expenditures and current funds available. The agriculture department maintains a binder for each account used in the district to keep track of all paperwork and receipts. Regular, purchase orders are signed off and district account records are checked against department records.

At the end of the year, accounts are closed out and all purchase orders are signed off. A report of expenditures is completed to best determine changes in the budget for the following year. This report is also used to compare with our proposal and see if we stayed within our budget estimates for the past year. It is sent in to the California FFA for approval.

HH

Department Chair Duties

The Atwater Agriculture Instructors decided that the Department Chair Duties be shared. The title is shared by two, and each instructor has their own duties that they maintain.

*The duties are incorporated into our chart of responsibilities, which follows. This method will only hold true during the time when these specific agriculture instructors maintain position in the agriculture department:
Dave Gossman and Natalie Borba*

Attached you will find:

- *2018-2019 Chart of Responsibilities*

II

Chart of Responsibilities

The Atwater Agriculture Department's chart of responsibilities is derived and updated each summer to best reflect each advisor's duties. The chart shows which area each advisor is responsible for maintaining and what specific duties are expected in each of those areas. The chart of responsibilities represent FFA activities, department activities, and events. This is submitted to the administration at Atwater High School each year for informal purpose.

Attached you will find:

- *2018-2019 Chart of Responsibilities*

Assignments/Responsibilities

Ag Department	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Department Chair									
Accounting				X					
American Ag Credit Loans (Goats, Sheep, & Swine)				X					
American Ag Credit Loans (Dairy Heifers)						X			
American Ag Credit Loans (Beef)									
Atwater Feed Accounting (Merced Fair)				X					
Atwater Feed Accounting (Rabbits / Poultry)									X
CATA Registration	X								
CRAECP Grant Budget				X					
CRAECP Grant Report	X								
CTEIG Funding Application, Budget, and PO's				X					
Department / Program Budget				X					
District Accounting Requisitions and PO's	X								
FFA (SBO) Requisitions / PO's				X					
FFA / Ag Dept. Hotel Reservations				X					
Office Supplies Orders				X					
Perkins Funding Application, Budget, and PO's	X			X					
State FFA Hotel Reservations	X								
Transportation - Charter Buses / Rentals				X					
Transportation (District) Requests, Requisitions, and PO's									X
General Program / Facility									
5-year Equipment Allocation	X								
Advisory Committee Roster & Minutes				X					
AET Coordinator (Chapter)									X
Ag Advisory Committee Planning and Agenda				X					
Ag Booster Committee				X					
Chart of Staff Responsibilities				X					
Comprehensive Program Plan	X								
Department Communication Liaison				X					
Department Marketing and Public Relations				X					
Department Meeting Agendas / Calendars				X					
Graduate Follow-Up	X								
Incentive Grant / Incentive Grant Reviews	X								
In-Service Activities List	X								
Keys and Locks							X		
Maintain Comprehensive Program Plan Binder	X								
Maintain Program Management Binder	X								
Maintenance Requests (Shops)							X		
Maintenance Requests (General)	X	X	X	X		X	X	X	X
Program of Activities (FFA, Data, and Budget Data)				X					
Program Press and Media				X				X	
Quarterly / Yearly CATA Meetings / Events	X	X	X	X		X	X		X
R2 Report & Roster	X								
Recruitment (Mitchell Senior and Winton Middle)	X			X		X			X
Report of Expenditures	X								
Website Design / Management				X					
Website Reporter/Article/Photos Updates/Management								X	
	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
FFA Advisor						X			
Advance Leadership Academy Conference Supervision						X		X	
American FFA Degree Applications									X
BBQ'ing and BBQ Crews			X				X		
Chapter Officer Leadership Conference						X			
Chapter Reporter				X				X	
Digital Scrapbook								X	
FFA (Grnhnd, MFE, ALA, SLC, WLC) Leadership Conference Registrations						X			
FFA / Fair T-Shirts and Polo Orders				X					
FFA Jacket Orders				X					
FFA Recreational Meeting/Activities - Tickets/Reservations				X					
FFA State Leadership Conference Registration and Hotel						X			
Greenhand Conference Supervision									X
Made for Excellence Leadership Conference Supervision				X		X			
National FFA CDE Flights / Hotel Reservations				X					
Organize Local Project Competition							X		
Organize Sectional Project Competition							X		
Oversee Planning for FFA Meetings						X			
Payment / Invoices for CDE Contests				X					
Proficiency Award Applications									X
Quarterly FFA Activities List for Class Grading						X			
Regional Officer Leadership Conference						X			
Registration for CDE Contests		X							
Sectional Officer Leadership Conference						X			
State FFA Degree Applications	X	X	X	X	X	X	X	X	X
State FFA Leadership Conference	X	X	X	X	X	X	X	X	X

Animal / Livestock	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Fair Supplies	X	X	X	X	X	X	X	X	X
Pole Barn - Goats / Vet Science Lab	X								
Pole Barn - Rabbits									X
Poultry (Chickens / Eggs) Facility								X	
Poultry (Turkeys) Facility									X
School (Arnold's) Farm (Sheep)					X				
School (Arnold's) Farm (Swine)				X					
Veterinary Supplies	X			X					X
Horticulture Facility	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Ag Building Garden Plots				X					
Farm / Crop Lab (Sweet Potatoes)			X						
Floriculture / Outside Floral Fridge		X							
General Care and Maintenance				X					
Grape Vineyard				X					
Greenhouse				X					
Horticulture Equipment Maintenance				X					
Lathe House				X					
Mini-Orchard Lab				X					
Nursery Facility / Gardens				X					
OH Storage Containers				X					
Pole Barn Horticulture				X					
Rose Lab				X					
School Planter Beds (Floral)		X							
Shop / Equipment / Machinery	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Ag Shop Maintenance - Welding Shops							X		
Ag Shop Maintenance - Power Mechanics			X						
Ag Shop Maintenance - Wood			X						
Ag Trucks							X		
BBQ Trailers							X		
Floral Trailer Maintenance		X							
Forklift Maintenance			X						
Livestock Trailers							X		
School Shop and Equipment			X				X		
Shop Nights			X				X		
Storage Buildings/Containers							X		
Tractor Maintenance			X						
Project Supervision	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Ag Mechanics			X				X	X	
Beef Projects							X		
Dairy Cattle Projects						X			
Goat Projects	X								
Floriculture Projects		X							
Horticulture Projects				X					
Poultry (Chickens)			X						
Poultry (Turkeys)									X
Rabbits									X
Sheep Projects					X				
Swine Projects				X					
Work Experience Projects	X	X	X	X	X	X	X	X	X
FFA Judging Teams / Contests	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
Ag Mechanics							X		
Agronomy						X			
Cotton	X								
Creed Speaking	X								
Dairy Products				X					
Extemporaneous Speaking						X			
Farm Records									X
Floriculture		X							
Impromptu						X			

	Borba	Davenport	Flatt	Gossman	Helton	Macintosh	Meredith	Vargas	West
FFA Judging Teams / Contests (Cont.)									
Job Interview								X	
Land					X		X		
Meats	X								
Nursery and Landscape (Horticulture)				X					
Opening and Closing Advanced	X								
Opening and Closing Novice	X	X	X	X		X	X	X	X
Parliamentary Procedure (Novice)					X				
Parliamentary Procedure (Advanced)									X
Poultry			X			X			
Prepared Public Speaking		X							
Small Engines								X	
Vegetables								X	
Awards									
Awards Banquet	X	X	X	X	X	X	X	X	X
Award Orders (National FFA / Trophy Case)				X					
Greenhand / Chapter Farmer Awards Ceremony	X	X	X	X	X	X	X	X	X
National Chapter Award Application	X								
Scholarships						X			
POA Tabulations						X			
Proficiency Awards									X
Fundraisers									
Ag Mechanics Projects (Plasma Art, Wood, and Engines)			X				X		
"Fall Fest" Fundraiser Organization, Donations, Tickets, Auction				X				X	
"Fall Fest" Fundraiser Food / Drink	X					X	X		
"Fall Fest" Fundraiser Decorations / Set-Up		X	X		X				X
Floral Projects - Balloons		X							
Floral Projects - Graduation		X							
Floral Projects - Homecomings / School Specialty Events		X							
Floral Projects - Prom		X							
Floral Projects - Subscriptions		X							
Floral Projects - Weddings / Specialty Events		X							
Floral Projects - Winter Formal		X							
Football Game BBQ Supervisor (1 Game Each)		X	X	X	X		X	X	X
Plant Sale (Fall)				X			X		
Plant Sale (Spring)				X			X		
Placement Ads				X					
Save Mart S.H.A.R.E.S. Program				X					
Take-Out BBQ's (4) Cooking			X				X		
Take-Out BBQ Costco			X			X			X
Take-Out BBQ Meat Pick-up			X				X		
Take-Out BBQ Supervision		X			X	X		X	X
Take-Out BBQ's Ticket Printing/Accounting/Deposit	X								

JJ

Agriculture Student Proficiency

Currently Atwater Agriculture Department does not use a proficiency sheet to assess our students at the end of each course. Our grade book displays our students' achievements throughout the year. This includes FFA activities, SAE projects, and other course requirements. Each student has a grade given for his or her record book as well.

Many of our courses are based upon district standards and other assessments because they are UC a-g accredited. These standards are addressed each day and written on the board for student knowledge.

KK
2 + 2 College Articulations

Presently, Atwater Agriculture Department has an articulation with Merced College and their Weld 06, horticulture, and vet science courses. Also the department is articulated with Modesto Junior College and their Floral Design and Veterinary Science Course. Articulation agreement is on file at Modesto and Merced Junior College.

MM

Point Awards System

The Point Award System recognizes and gives award to members who have shown the most activity throughout the school year. Members who have participated in various FFA activities are asked to fill out a form at the end of the year regarding what they have participated in. Each activity has a certain amount of points that are connected to them. Students that have the most points receive recognition at our annual awards banquet in May. The top twenty members are also invited to the Point Awards Trip that is sponsored by the FFA. The Point Awards Trip is usually occurs the week after school ends.

Attached you will find:

- Point Awards Form*
- Invitation to the Point Awards Trip*

Point Awards System

The Point Award System was developed in order to recognize and award those members who are most active in various FFA activities throughout the year. The top individuals will receive an award and recognition at our awards banquet in May. The members were invited to participate in a Point Award trip sponsored by the Atwater FFA. In 2018, the Point Award members went to Alcatraz in San Francisco.



2017 – 2018 Point Award Winners

Alyssa Carrillo
Anessa Cardenas
Anna Lozano
Audrey Esau
Callie Norton
Colby Flatt
Cristal Venegas
Daisy Flores-Mota
Dillon Guillen

Emily Junez
Emmanuel Mejia
Gabby Lucas
Grace Reyes
Hayley Vargas
Isabell Murillo
Jasmine Sandoval
Joel Rojas
Kaya Briscoe

Luz Soto
Maria de Rosario Ruelas
Michael Bray
Natalie Frontella
Ricardo Ortega
Sidney Miller
Simarjot Gandhoke
Stephania Valdovinos
Teresa Cavallero

The Point Award System is an evaluation resource used by the Advisors towards selecting each year's Star Chapter Greenhand and Star Chapter Farmer award recipient.

Point Awards System

Atwater FFA Point Awards List

I. FFA Leadership / Community Service / Work Day Activities

A	Ag Dept. Work Day	_____	20
B	Chairman	_____	
	1. Over-all Chairman (Upon Completion Of Report)	_____	20
C	Chapter FFA Degree (Year Received)	_____	15
D	Community Service Work	_____	5/Hour
E	Greenhand Degree (Year Received)	_____	30
F	Homecoming Float	_____	15 / day
G	Meetings	_____	
	1. Attendance At Each Chapter Meeting	_____	25
	2. 100% Attendance At Chapter Meetings	_____	50
	3. Representing The Chapter At Sectional Meetings	_____	15
	4. Representing The Chapter At Regional Meetings	_____	20
	5. Representing The Chapter At State Meetings	_____	25 / day
	6. Representing The Chapter At National Meetings	_____	50 / day
H	Officers	_____	30
	1. Chapter Officer	_____	100
	2. Sectional Officer	_____	65
	3. Regional Officer	_____	75
	4. Student Body Officer	_____	35
	5. Class Or Club Officer	_____	25
I	Own Official FFA Jacket	_____	25
J	Star Chapter Farmer	_____	60
K	Star Greenhand	_____	50
L	Star Regional Farmer	_____	100
M	Star Sectional Farmer	_____	50
N	Star State Farmer	_____	75
O	State FFA Degree (Application Submitted)	_____	100
P	State FFA Degree (Year Awarded)	_____	
Q	Wear FFA Jacket Or Apparel To School On Designated Day	_____	10

II. Fundraisers

A	AHS Football Game BBQ Crew	_____	20 / game
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B	FFA Plant Sale	_____	25
C	Placement Ad Sales	_____	20 / Ad
D	Take-Out BBQ Tickets	_____	10 / ticket

II Supervised Occupational Experience Program (SAE)

A	Agriculture Mechanics Project(s)	_____	25
B	Beef / Dairy Cattle Fair Project	_____	125
C	Landscape Project at Merced / Madera County Fair	_____	50
D	Large Ag Mech Project(s) – Instructor's Approval	_____	75
E	Plant / Horticulture Project(s)	_____	25
F	Swine / Goat / Sheep Fair Project	_____	75
G	Project Competition		
	1. Local Competitions	_____	50
	2. Sectional Competition		
	a. Gold Award Winner	_____	100
	b. Silver Award Winner	_____	50
H	Exhibition At Fairs And Shows		
	1. Animal Projects		
	a. Class Winner (1 st or 2 nd)	_____	10
	b. Breed Champion	_____	15
	c. Overall Champion (Grand or Reserve)	_____	25
	2. Agriculture Mechanics / Horticulture Projects		
	a. Outstanding Project	_____	25
	4. Showmanship		
	a. Top 10 Showmanship	_____	15
	b. Showmanship Champion	_____	25
	c. Round Robin Winner	_____	50

III Scholarship (Based On Semester Grade Only)

A	3.5 – 4.0+ Overall School Year GPA (all AHS classes)	_____	50
B	3.0 – 3.49 Overall School Year GPA (all AHS classes)	_____	25
C	2.5 – 2.99 Overall School Year GPA (all AHS classes)	_____	10

IV Judging Teams

A	Participation (Official FFA Contest)	_____	20
---	--------------------------------------	-------	----

Individual Placing		
1. Top 5 Overall	_____	20
2. Top 10 Overall	_____	10
Team Placing		
1. Top 5 Overall	_____	20
2. Top 10 Overall	_____	10

(Double All Of The Judging Team Point For State Finals)

The Coach Of Each Individual Team Will Award Each Time Member That He Feels Is Deserving A One Time Award Of 150 Point At The End Of The Year.

V Best Informed Greenhand, Co-Op Quiz, Public Speaking, Parliamentary Procedure, Creed And Opening And Closing Ceremonies Contest

A	Chapter Competition	_____	20
B	Sectional Competition	_____	25
C	Regional Competition	_____	30
D	State Competition	_____	50

VI National Competitions (Participation)

A	Judging Teams	_____	200
B	Parliamentary Procedures	_____	200

VII Proficiency Awards

A	Local	_____	25
B	Submitting Regional Application	_____	35
C	Region State	_____	50
D	Nation	_____	75
E	Final Four	_____	150



Atwater High School Agriculture Department

Atwater FFA

PO Box 835 / 2201 Fruitland Ave

Atwater, CA 95301

209-357-6025 (office) / 209-357-6067 (fax)

www.AtwaterFFA.org



To: Michael Bray
Tristan Cardey
Celeste Chargoy Velasco
Reagan Puthuff
Kaya Briscoe
Klarithsa Cruz
Faith Ceja
Emmanuel Mejia
Faith Johnson

Anessa Cardenas
Chelsea Thompson
Emma Garcia
Emily Junez
Colby Flatt
Elisabeth Garner
Hayley Vargas
Simarjot Gandhoke
Cristal Venegas

Luz Soto
Stephania Valdovinos
Jennifer Velazquez
Liliana Vargas
Daniel Lopez
Yusdivia Rojo
Jose Montanez

From: Ag Dept. Staff

Date: May 21, 2019

Re: Point Award Trip



Congratulations on being a 2018-2019 Atwater FFA Point Award winner!

This year's trip is to go white water rafting!

**Depart AHS Ag Department to Sunshine River Rafting - THURSDAY JUNE 13th - Exact Schedule
TBA**

Itinerary / Logistics:

Transportation / Cost- The Atwater FFA will provide transportation and the Alcatraz ticket. **You must put down a \$5 deposit to confirm your spot.** You will receive a refund only if you show up.

Things to Bring -

- A Great Attitude
- Lunch Money/Souvenir
- Towel
- Sunscreen
- Swimsuit

Confirmation:

All students planning to attend MUST confirm with Ms. Macintosh by Friday, May 31st.

Student Signature: _____

Parent Signature: _____

Point Award Top 20 Trip Semester 2 (January-May)

Name: _____ Ag Class: _____ Teacher: _____ Period: _____

January 2019

- Dodgeball Meeting _____/25
- Super Saturday**
- Creed _____/25
- Prepared Public Speaking _____/25
- Job Interview _____/25
- Impromptu _____/25
- Extemporaneous _____/25
- Project Comp Banquet**
- Silver _____/50
- Gold _____/100
- January Total** _____

February 2019

- MFE/ALA _____/75
- Sectional FFA Basketball _____/20
- Central Region Meeting _____/20
- Regional Speaking Contest _____/30

March 2019

- Bowling Meeting _____/25
- Drive Thru BBQ Tickets _____/10
- 10/ticket
- State Degree Awarded _____/100
- March Total** _____

April 2019

- Movie Night Meeting _____/25
- Sectional Meeting Livingston _____/15
- State FFA Conference FOUR DAY _____/100
- State Speaking Finals _____/50
- Sectional Officer-Elected _____/65
- April Total** _____

May 2019

- Drive Thru BBQ Tickets 10/ticket _____/10
- Plant Sale Helper _____/25
- May Total** _____

The Top Twenty students who earn the most amount of points will be eligible to attend the "Top Twenty Point Awards Trip" at the end of the year.

Judging Team Points (Madera Cotton, Corcoran Cotton, MJC Cotton, Arbuckle, UC Davis, Westhills, Chico, Le Grand, Reedley, CRC, Merced, MJC, Fresno, Merced Ag Mech, Parli-Pro)

Participation at Each Contest

- 20 Points per Contest Attended _____

Individual Placing

- Top 5 Overall (20 Points per contest) _____

OR

- Top 10 Overall (10 Points per contest) _____

Team Placing

- Top 5 Overall (20 Points per contest) _____

OR

- Top 10 Overall (10 Points per contest) _____

State Finals

- Participation _____/40
- Team Top 5 Overall _____/40
- Team Top 10 Overall _____/20
- Individual Top 5 _____/40
- Individual Top 10 _____/20

GPA Points

- 3.5-4.0+ Overall GPA @ Semester _____/50
- 3.0-3.49 Overall GPA @ Semester _____/25
- 2.5-2.99 Overall GPA @ Semester _____/10
- Total GPA** _____

May 2018 Total _____

June 2018 Total _____

July 2018 Total _____

August 2018 Total _____

September 2018 Total _____

October 2018 Total _____

November 2018 Total _____

December 2018 Total _____

January 2019 Total _____

February 2019 Total _____

March 2019 Total _____

April 2019 Total _____

May 2019 Total _____

Judging Team Total _____

GPA Points _____

Committee Chairman 20/Committee _____

100% Attendance at Meetings _____/100

Grand Total _____

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Chapter Goals

During the FFA Chapter Officer Retreat, our officers create the Chapter Goals for the oncoming year. At the retreat, officers are given goals that were established the year before and are asked to analyze them. The officers then create the Chapter Goals for the year that they are in service. Our 2012-2013 FFA Officers Team created the following chapter goals during our annual FFA Chapter Officer Retreat held at South Lake Tahoe.

Attached you will find:

- 2018-2019 Chapter Goals

Chapter Goals

Our 2018-2019 FFA officer team created the following chapter goals during our annual FFA Chapter Officer Retreat held in South Lake Tahoe, CA in August 2018:

1. Develop Strong and Effective Chapter Leadership

- Develop and strengthen communication skills
- Implement/expand digital FFA scrapbook (ordering opportunities for students)
- Expand/improve web, media, social media, and marketing photos
- Increase student involvement & participation
- Increase & improve agriculture leadership curriculum & resource

2. Develop and Strengthen Agriculture Resources and Curriculum

- Implement plan/vision for various agriculture/CTE funding grants
- Proposal/approval of NEW "Turfgrass and Sports Field Management" course
- Create, implement, and build Ag Soil and Chemistry course curriculum
- Expand curriculum technology resources (ex. - digital microscopes, animal science models, etc...) – teaching/learning tools
- Explore expanding "Ag Business" pathway full time
- Implement expanded technology practices w/ new /revised Ag Earth curriculum
- Increase and expand variety of large and medium ag mechanics projects
- Implement/expand CTEIG/CRAECP funded equipment/supplies into curriculum
- Promote and implement expansion of school periods/opportunities for students

3. Expand Student Involvement and Participation

- Increase student attendance and participation at chapter meetings
- Increase SAE projects (animal, plant, and ag mech)
- Expand and strengthen FFA competition opportunities / teams
- Improve organization and planning of events/activities
- Continue to expand, revise and improve development of National Chapter Award application and develop new activities / events to enhance application/process

4. Develop Strong Recruitment & Retention Program

- Strengthen and expand middle school relationships & communication
- Maintain / improve recruitment presentations & education
- Strengthen expanded courses/pathway enrollment within new "7 period" school day
- Maintain/strengthen agriculture "foundation" (9th grade) courses
- Create new program marketing resources (example - banner displays)

5. Expand & Develop Agriculture Facilities / Resources

Agriculture Mechanics / Shops

- Replace/upgrade old power mechanics equipment
- Replace/upgrade shop electrical for new downdraft tables

Agriculture Facility

- Explore expanded usage of N (back) area of school (farm a crop)
- Purchase of a new metal shed for expanded current/future equipment

Arnold's Farm

- "Fine-tune" sheep/swine pen/facility operation equipment/layout

Fair Projects

- Purchase new/expanded fair/show equipment for expanded student SAE's

Horticulture / Floriculture

- CRAECP Grant equipment (expand growing benches, etc...)
- Implement/utilize portable fertilizer injector
- Expand variety of plant stock for sales and long term growing/stock
- Expand county fair horticulture entries
- Set-up and utilization of new floral trailer
- Expand floral business credit card payment process

Pole Barn

- Reorganize and clean pole barn area for improved operation efficiency

Poultry Facility

- Expand/strengthen turkey SAE operation/facility

Rabbit Facility

- Expand and revise current pole barn rabbit facility
- Develop and improve rabbit cleaning/maintenance operation

Science Room/Lab Equipment

- Utilize new microscopes and implement into biology curriculum

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Permission Slip and Waiver Notice

In the beginning of the year, the Atwater Agriculture Department has their students fill out a permission slip and waiver notice. Students are given this permission slip and waiver notice the same time they receive their Ag department and classroom policies. Students then have to have their permission slip, wavier form, Ag department policies and classroom policies all signed and dated by the end of the first week. A copy of the permission slip and wavier notice documents are kept in the agriculture department in a large binder. One copy is also sent to the administration. This wavier allows any of the six instructors to drive or seek medical attentions for the students if a problem were to arise. If an FFA event is off campus, the binder is taken to the event in case any emergencies follow.

Attached you will find:

- *Permission Slip*
- *Medical Wavier Form*

Student's Name: _____

Atwater Agriculture Department 2019-2020

Atwater High School Agriculture Department

Atwater High School / Merced Union High School District

FFA Advisors:

Mrs. Davenport	Mr. Gossman
Mr. Meredith	Mrs. Borba
Mr. Flatt	Ms. West
Ms. Macintosh	Mr. Vargas
Ms. Helton	Mr. Johnston

Permission Slip and Waiver Notice

I hereby give my son/daughter _____ permission to attend all FFA activities during the 2019-2020 school year. I understand many FFA activities may be located out of town. This agreement shall begin on July 1, 2019 and end on July 31, 2020.

Waiver / Permission to Transport Student

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

Student's Photo/Work Release

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

Medical Authorization

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

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

This authorization shall be effective beginning August 1, 2019 and ending August 31, 2020 while participating in Atwater High School Agriculture Department and FFA activities.

In case of emergency, please try to contact:

Name _____

Telephone: _____

Name _____

Telephone: _____

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

Signatures

student

parent/guardian

parent/guardian

date

Student's Name: _____

Atwater Agriculture Department 2019-2020

A.

MEDICAL INFORMATION

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

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

- | | | | | | |
|---|---|---|-----------------------------------|--------------------------------------|---|
| <input type="checkbox"/> Asthma (carries inhaler) | <input type="checkbox"/> ADD/ADHD | <input type="checkbox"/> Diabetes | <input type="checkbox"/> Seizures | <input type="checkbox"/> Nose Bleeds | <input type="checkbox"/> Heart Problems |
| <input type="checkbox"/> Ear (hearing aid) | <input type="checkbox"/> Eye (glasses) | <input type="checkbox"/> Anaphylaxis (severe bee sting or food allergy) | | | |
| <input type="checkbox"/> Allergies (dust/pollen) | <input type="checkbox"/> Allergies to food (Please list): _____ | | | | |

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

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

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

Student's Full Name: _____

Complete Home Address: _____

Home Telephone Number: _____ Date of Birth: _____

Father's Full Name: _____

Mother's Full Name: _____

Legal Guardian Currently With: _____

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

☐ Medical / Medicaid

☐ Private/Other Insurance Company: _____

Company Address: _____

Company Telephone # _____

If a Group Policy, Group Insured: _____

Name of Policy Holder: _____

Group Number: _____ Individual Number: _____

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

D. Other pertinent information:

Nurse Approval: