Shasta Union High School District
Board of Trustees Regular Meeting

Board Room
Shasta Union High School District
2200 Eureka Way Suite B, Redding, CA 96001
October 14, 2025
5:30 p.m. – Call to Order
5:30 p.m. – Closed Session
6:30 p.m. – Open Session

Mission:
To inspire and prepare every student to succeed in high school and beyond.
Our Board and staff are committed to excellent education through academics, Career Technical Education, the arts, athletics and activities. Our students gain the confidence and skills to adapt in their ever-changing world. Together with our families, we develop responsible members of the community.

Vision:
Educating Every Student for Success

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact Board Secretary Owen Crosby at (530) 241-3261 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2200 Eureka Way Suite B, Redding, CA during normal business hours.

Agenda

1. CALL PUBLIC SESSION TO ORDER
2. ROLL CALL
3. PUBLIC COMMENT – CLOSED SESSION

   The public may comment on any closed session item that will be heard. The Board may limit comments to no more than three minutes pursuant to Board policy.
4. CLOSED SESSION

   4.1 Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957)

   4.2 Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Owen Crosby – Superintendent, David Flores – Associate Superintendent of Business Services, Jason Rubin – Associate Superintendent of H.R. and Leo Perez - Associate Superintendent of Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/ Confidential.

   4.3 Conference with Legal Counsel – Anticipated Litigation [G.C. 54956.9 (d)(2) or (3)]: One potential case

   4.4 Preliminary Public Employee Performance Evaluation (G.C. 54957) Title: Superintendent.

5. RECONVENE IN OPEN SESSION – OPENING BUSINESS

5.1 Pledge of Allegiance

5.2 Mission and Vision Statements

6. PUBLIC COMMENT

The public may comment on any specific agenda item or any item of interest to the public that is within the Board's jurisdiction. The Board may limit comments to no more than three minutes pursuant to Board policy. The maximum time allowed for each agenda item shall be 20 minutes. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting.

7. RECOGNITION OF STAFF AND/OR STUDENTS

8. PRESENTATIONS

8.1 District Department Chair Updates – Family & Consumer Science Ashley Marsh, World Languages Melody Cole, Physical Education Annette Wilson, Special Education Lisa Reagan, and Social Science John Waters

9. APPROVAL OF AGENDA

10. APPROVAL OF CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

10.1 Administration

A. Approve minutes for the September 9, 2025 regular Board meeting

10.2 Business Services

A. Ratify Commercial Warrants and Payroll Distributions for September 2025

B. Approve updated Contracted Employee Salary Schedule

10.3 Instructional Services

A. Public notice of District's intent to filter Internet access in order to adhere to the Children's Internet Protection Act and to qualify for e-rate dollars

B. Approve a request to declare property as surplus (IT – computers and peripherals)

10.4 Human Resources

A. Approve Human Resources Action Report

B. Accept the Quarterly Report on the Williams Uniform Complaints for July 1, 2025 – September 30, 2025

C. Approve certificated staff teaching outside of their credential area

D. Approve updated job description for Director of Information Technology

11. REPORTS

11.1 Employee Associations

A. Shasta Secondary Education Association – Andrea Cota, President

B. Educational Support Professionals Association – Rhonda Minch, President

C. California School Employees Association – David Martin, President

11.2 Principals

A. Alternative Education – Tim Calkins

B. Enterprise High School – Ryan Johnson

C. Shasta High School – Heath Bunton

D. Foothill High School – Kevin Greene

11.3 Superintendent

11.4 Board Members

12. BUSINESS

12.1 Administration

A. The Board will conduct the first reading of draft mandated and draft optional Board Policies and Administrative Regulations, as provided by CSBA and recommended by Administration *(Discussion/Action)*

B. Approve the 2024-2025 State of the District Report *(Action)*

C. Approve minutes for the September 6, 2025 special Board meeting *(Action)*

D. Excuse Trustee Zufall's absence from the September 6, 2025 special Board meeting *(Action)*

12.2 Business Services

A. Approve resolution for the Shasta High School public project emergency waiver *(Action)*

12.3 Instructional Services

A. The Board will conduct the first reading of the supplementary book *Project Hail Mary* by Andy Weir *(Discussion/Action)*

B. Approve curriculum proposal – Career Technical Education, Introduction to Food and Natural Resources *(Action)*

12.4 Human Resources

A. Professional Growth clarification in the Certificated Management Handbook *(Information)*

B. Approve updated Confidential, Supervisory, Management Handbook *(Action)*

13. ADVANCE PLANNING

13.1 Next Meeting Dates: Fall Study Session October 21, 2025 and Regular Board Meeting November 12, 2025

13.2 Suggested Future Agenda Items

14. ADJOURNMENT

14.1 The Board may adjourn to closed session to continue discussion on topics listed from the 5:30 p.m. session.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Minutes from the September 9, 2025 regular Board Meeting

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Staff has reviewed the minutes and recommends approval as presented.

SHASTA UNION HIGH SCHOOL DISTRICT
REGULAR MEETING OF THE GOVERNING BOARD
Board Room
2200 Eureka Way
Redding, CA 96001

September 9, 2025
UNADOPTED MINUTES

A regular meeting of the Governing Board of the Shasta Union High School District was called to order at 5:30 p.m. by Trustee Ayer in the Shasta Union High School District Board Room.

ROLL CALL: Trustees Joe Ayer, Andrea Hoheisel, Luke Wilson, Mike Bridges and Ron Zufall were present. Also present: Superintendent Owen Crosby, Associate Superintendent of Human Resources Jason Rubin, Associate Superintendent of Instructional Services Leo Perez and Associate Superintendent of Business Services David Flores.

There were no requests from the audience to speak to any items on the closed session agenda. The Board adjourned to closed session at 5:30 p.m. to discuss the following: 1) Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957); and 2) Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Owen Crosby – Superintendent, David Flores – Associate Superintendent of Business Services, Jason Rubin – Associate Superintendent of H.R. and Leo Perez - Associate Superintendent of Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/ Confidential.

The Board reconvened into open session at 6:31p.m. The Board had no action to report out from closed session. Trustee Ayer led the pledge of allegiance, and Trustee Bridges recited the mission and vision statements. This month's student artwork display is from University Preparatory School.

RES. 25-196 That the Board approve the agenda, as presented, with the exception of tabling 13.2B - Approve the Annual Developer Fee Report. (Motion Hoheisel, second Wilson, carried 5-0)

RES. 25-197 That the Board approve the consent agenda, as presented. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-198 That the Board approve the minutes for the August 12, 2025 regular Board meeting. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-199 That the Board ratify commercial warrants in the amount of $3,802,107.67 and payroll distributions in the amount of $4,298,005.09 for the period of 8/01/2025 – 8/31/2025. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-200 That the Board approve the updated Salary Schedules. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-201 That the Board approve a request to declare property as surplus (SHS- Pug Mill, FHS-Refrigerator). (Motion Bridges, second Zufall, carried 5-0)

RES. 25-202 That the Board adopt the resolution certifying each pupil has been provided with a standards-aligned textbook or basic instructional materials in all core subjects. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-203 That the Board approve the Library Use and Assessment Report. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-204 That the Board approve the Human Resources Action Report. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-205 That the Board approve the updates to Certificated, Classified, Certificated Management and Confidential/ Supervisory Handbooks. (Motion Bridges, second Zufall, carried 5-0)

RES. 25-206 That the Board waive the second reading and approve the draft mandated and draft optional Board Policies and Administrative Regulations, as provided by CSBA except for Board Policy and Administrative Regulation 6142.1. (Motion Hoheisel, second Zufall, carried 5-0)

RES. 25-207 That the Board approve/ratify the revised employment agreement with Associate Superintendent of Business Services. (Motion Zufall, second Bridges. Ayes: Ayer, Hoheisel, Wilson, Bridges, Zufall. Noes: None. Absent: None. Carried 5-0)

RES. 25-208 That the Board approve the 2024-25 Unaudited Financial Report. (Motion Wilson, second Bridges, carried 4-0)

RES. 25-209 That the Board approve the 2024-25 and 2025-26 Gann Limit calculation. (Motion Hoheisel, second Wilson, carried 4-0)

RES. 25-210 That the Board approve Change Order Number 1 for Foothill High School Tennis Courts to be ratified for a net increase to the contract Sunrise Excavating, in the amount of $36,478.31. (Motion Bridges, second Hoheisel, carried 4-0)

RES. 25-211 That the Board approve Change Order Number 2 for Foothill High School Tennis Courts to be ratified for a net increase to the contract Sunrise Excavating, in the amount of $9,327.62. (Motion Bridges, second Hoheisel, carried 4-0)

RES. 25-212 That the Board approve the resolution for the Certification of Unhoused Pupils as Related to Charter School Applications for Facilities Funding for the Redding School of the Arts Charter Project. (Motion Bridges, second Wilson, carried 4-0)

RES. 25-213 That the Board approve the Foothill High School Sports Boosters' Baseball Dinner & Auction Event. (Motion Wilson, second Hoheisel, carried 4-0)

RES. 25-214 That the Board approve the resolution certifying that the district has adequate textbooks and instructional materials for the 2025-26 school year. (Motion Bridges, second Hoheisel, carried 4-0)

RES. 25-215 That the Board approve the annual certification of Administration to evaluate staff. (Motion Hoheisel, second Wilson, carried 4-0)

RES. 25-216 That the Board approve certificated staff teaching outside of their credential area. (Motion Bridges, second Wilson, carried 4-0)

RES. 25-217 That the Board approve the Athletic Event Pay Schedule. (Motion Wilson, second Bridges, carried 4-0)

RES. 25-218 That the meeting adjourn. (Motion Hoheisel, second Wilson, carried 4-0)

OATH OF OFFICE:
Superintendent Owen Crosby administered the oath of office to Student Board Members Ava Wilson, Aiden Johnson and Heaven Torrez.

PUBLIC COMMENT:
Redding FFA Students Teaghan Furia and Marshall Rodriguez provided an update on curriculum, fundraisers, competitions, awards, team building exercises, conferences and a tour of the farm with the Board.

RECOGNITION OF STAFF AND/OR STUDENTS:
The Board of Trustees and Administration recognized Enterprise High School (EHS) Senior Hijran Rahimee, Foothill High School (FHS) Senior Ava Wilson, Shasta High School (SHS) Teacher Nai Saephanh, and Nutrition Services SOA II Rebecca Capener.

PRESENTATIONS:
District Department Chair Updates: Visual and Performing Arts (VAPA) District Department Chair Jon Mehr, Counseling District Department Chair Deitra Smith, Career Technical Education (CTE) District Department Chair James Leedy, and Music District Department Chair Gavin Spencer each provided the Board with a brief update on their departments.

REPORTS FROM SHASTA UNION HIGH SCHOOL DISTRICT ORGANIZATIONS:
CSEA President David Martin was not present.

ESP President Rhonda Minch thanked Dr. Crosby for meeting individually with staff as part of his onboarding process. She stated that the Human Resources Department has been working on hiring more paraprofessionals and lining up substitutes. Ms. Minch reported that staff continues to adjust to the Response to Intervention (RTI) program. She thanked Mr. Bunton for a great staff meeting at SHS and Chef Leedy and his students for their help with the annual Sons of Italy Paesano Days fundraiser.

SSEA President Andrea Cota reported that staff is working very hard to adjust to RTI and that she is looking forward to meeting with educational partners to discuss what adjustments need to be made. Dr. Cota reported that some of their members will attend the CTA Region 2 conference, and she plans to spend time out at each of the schools to meet with members. She was pleased to report that many leaders and herself believe that this District values family first.

REPORTS FROM PRINCIPALS:
Alternative Education: Tim Calkins thanked Trustees Ayer, Hoheisel and Bridges for touring Pioneer Continuation High School (PHS). He was pleased to announce that PHS has been selected by the California Department of Education (CDE) to be reviewed for a Model Continuation High School (MCHS) Award. Mr. Calkins stated that a team from CDE will visit PHS in October as part of the process to receive the award.

Enterprise High School: Ryan Johnson reported that Back to School Night was well attended and commended the Music Department for their performance of the national anthem at the Redding State of the City Address. He stated that staff continues to collaborate on RTI and has heard many comments on the potential of the program. Mr. Johnson reported that peer tutoring will be incorporated into RTI, there are currently thirty-five students signed up for restorative justice and the campus will highlight the historical events of 9/11 with the anniversary approaching.

Shasta High School: Heath Bunton reported that the first dance was well attended and classes are leveled with the new RTI program. He stated that Back to School Night and the first staff meeting were a success. He reported that Link Crew will host a tailgate this Friday for the home football game.

Foothill High School: Assistant Principal Joey Brown thanked Trustees Ayer, Wilson and Bridges for touring the campus. He reported that student involvement has been great at recent events including freshman orientation, the dance and football game. Mr. Brown stated that the Back to School Night and Student Success Academy was well attended. He thanked EHS, SHS and Sun Oaks for accommodating their tennis team since their courts are being redone.

REPORT FROM SUPERINTENDENT:
Dr. Owen Crosby reported that he is on track to achieve his goal of meeting with 100 people in his first 90 days which includes staff, local leaders and feeder school District superintendents. He stated that he attended Back to School Night at EHS and FHS and the first Measure M Bond Oversight Committee meeting, noting that Kevin O'Rorke was appointed as Chair. Dr. Crosby thanked the Principals and staff for facilitating the school tours with the Board.

TRUSTEE COMMENTS AND LIAISON REPORTS:
Student Board Member Ava Wilson reported that she is a Senior at FHS involved with yearbook, ASB, drama and sports. She stated that she is honored to have the opportunity to join the Board. Trustee Wilson reported that the student section known as "the jungle" was well attended at last week's home football game and acknowledged the tennis and cross country teams on their recent victories. She reported that the student government is working hard for club rush, spirit week and the upcoming rally.

Student Board Member Aiden Johnson reported that he is a Senior at SHS involved with Environmental Club, musicals and Shasta County Peer Court. He reported that the dirt parking lot has been paved and the new turf inserts around campus look good. Trustee Johnson stated that student rapport and involvement has increased and that a tailgate party for the freshman will be held this Friday for the first home football game.

Student Board Member Heaven Torrez reported that she is a Senior at EHS involved with Link Crew, restorative justice, Spreading Acts of Kindness Club and Key Club. She stated that many students have found RTI beneficial though there are mixed opinions. Trustee Torrez reported that spirit week and homecoming was last week, noting that the dance was a lot of fun.

Trustee Zufall thanked SHS and EHS for touring their campuses and reported that he attended Back to School Night at SHS and EHS. He emphasized the importance of finding a cost-effective solution for staff within the JPA regarding Delta Dental insurance.

Trustee Bridges reported that he toured the farm, EHS, SHS, FHS and PHS noting that he loves our campuses and teachers. He stated that he is excited to see grants funding the arts.

Trustee Wilson reported that he toured SHS and FHS noting that the technical equipment for the SHS manufacturing class is very impressive. He stated that he attended the FHS Back to School Night, FHS football game, and FHS cross-country meet.

Trustee Hoheisel reported that she toured SHS, PHS and the farm noting that she enjoyed meeting teachers and seeing the SHS kiln and theater upgrades. In addition, Trustee Hoheisel stated that she loved learning what PHS staff do for their students and is looking forward to the farm butchering turkeys in November. She reported that she enjoyed last Saturday's governance training.

Trustee Ayer reported that he enjoyed touring the schools, noting that they were very clean. He stated that he attended the screening of Sentenced, which highlights the epidemic of childhood illiteracy and its connection to poverty. He welcomed the Student Board Members.

DISCUSSION:
CSBA Policy Updates: As the CSBA policy liaison, Trustee Andrea Hoheisel reviewed the policies and met with District Administration to review her questions. She recommended the Board waive the second reading and approve the policies except for Board Policy and Administrative Regulation 6142.1 Sexual Health And HIV/AIDS Prevention Instruction. Trustee Hoheisel stated that she would like the District to speak with legal counsel due to the language contradicting itself based off of state and federal guidelines. Dr. Crosby stated that he will follow up with legal counsel and report back to the Board.

Revised Employment Agreement: Trustee Joe Ayer stated that this agenda item is to approve the revised employment contract for the Associate Superintendent of Business Services. The term of the contract is from July 1, 2025 to June 30, 2028. The compensation proposed to be awarded is as follows: Base Salary $233,676, Master's Degree Stipend $1,282, and Health/Wellness $16,930.15.

Trustee Zufall left the meeting at 8:14p.m.

2024-25 Unaudited Financial Report: David Flores conducted a presentation on the Unaudited Financial Report and stated that the ending balance for 2024-2025 increased by $6.2m resulting in an ending balance of $33.9m. Mr. Flores reviewed revenues and expenditures separated into unrestricted and restricted funds.

Trustee Ayer inquired where the District funds are invested and what type of interest they generate. David Flores stated that District's funds are invested with the County Treasurer and because of the restrictive nature of the types of accounts the money is allowed to be placed, there is typically only a 1-2% rate of return.

Gann Limit Calculation: David Flores reported that the state annually requires school districts to approve a spending limit and to make the calculations public.

Change Orders: David Flores reported that there have been changes to the subgrade of the FHS tennis courts and recommended the Board approve the change orders to ensure the longevity of the new courts.

Redding School of the Arts Charter Project: David Flores reported that the Redding School of the Arts (RSA) Charter School is applying for grant construction to expand from a K-8 to a K-12. He stated that they are required to notify the District since RSA is within District boundaries and the District is then required to provide a report determining how many unhoused pupils will attend the newly proposed school. Mr. Flores stated that the District contracted with Schreder and Associates to complete the enclosed report and recommended Board approval.

Auction Event: David Flores recommended the Board approve the Sports Boosters Baseball Dinner Auction Fundraiser Event. He stated that this auction event is new and pertains to FHS baseball and will be hosted by FHS Sports Boosters who has held events such as these in the past. The auction fundraiser event requires Board approval because beer and wine will be served, and the event will follow Board Policy in order to be in compliance.

Public Hearing - Textbooks and Instructional Materials for 2025-26: At 8:37p.m., Trustee Ayer declared the meeting open to Public Hearing to provide interested parties an opportunity to speak regarding the adequacy of textbooks and instructional materials for the 2025-26 school year. There were no comments, and the public hearing was declared closed.

Certification of Administration to Evaluate: Jason Rubin stated that each year the Board must certify and approve Administrators qualified to evaluate staff.

Staff Teaching Outside Credential: Jason Rubin stated that Administration will verify units or experience prior to approving staff to teach outside of their credentialed area.

Athletic Event Pay Schedule: Jason Rubin recommended the Board approve the new Athletic Event Pay Schedule with new rates to attract more applicants in order to appropriately staff the games.

ADVANCE PLANNING:
Next Meeting Date: Regular Board Meeting October 14, 2025 and Fall Study Session October 21, 2025

Suggested Future Agenda Items: Trustee Ayer asked the Board to email himself or Superintendent Owen Crosby if they have suggested agenda items.

ADJOURNMENT:
The meeting adjourned at 8:40p.m.

_____
Luke Wilson, Clerk
Board of Trustees

_____
Owen Crosby, Executive Secretary
Board of Trustees

Bd. Min. 9-9-25 /ll

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Commercial Warrants and Payroll Distributions

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Provided under separate cover are the monthly warrant registers for both commercial warrants and payroll distributions.

REFERENCES:
Education Code Section 42632 and 42633

SHASTA UNION HIGH SCHOOL DISTRICT

Governing Board Commercial Warrant Approval

for the period 9/01/25 - 9/30/25

Subfund Totals - Accounts Payable		
01	General Fund	3,322,566.25
02	Farm Fund	0.00
05	Student Body Fund	0.00
07	Shasta Charter Academy	165,834.14
08	University Preparatory	204,007.14
11	Adult Education Fund	1,054.86
12	Child Development Fund	0.00
13	Cafeteria/Food Service Fund	175,332.28
14	Deferred Maintenance Fund	0.00
15	Pupil Transportation Eqmt Fund	0.00
16	Foundation Private Purpose Fund	0.00
21	Capital Building Bond Fund	0.00
25	Capital Facilities Fund	385.00
35	County School Facilities	547,202.82
56	Debt Service Fund	0.00
76	Warrant Passthrough	0.00
	Total	**$4,416,382.49**

Payroll Warrants	
Salary	4,404,580.26
Supplemental	85,202.60
Manual Payroll	20,786.92
Voids	0.00
Total	**$4,510,569.78**

Total Accounts Payable	4,416,382.49
Total Payroll	4,510,569.78
GRAND TOTAL	**$8,926,952.27**

Approved for Payment - SHASTA UNION HIGH SCHOOL DISTRICT

Date _____ **Signed:** _____

Date _____ **Signed:** _____

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Contracted Employee Salary Schedule

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The salary schedule for the Associate Superintendents has been modified to separate the salary information for the Associate Superintendent of Business Services. The salary schedule for the Associate Superintendent of Business Services has been modified to reflect a 261-day work year. This aligns the salary schedule with the employment contract approved for the Associate Superintendent of Business Services at the September 9, 2025 regularly scheduled board meeting.

SHASTA UNION HIGH SCHOOL DISTRICT

CONTRACTED EMPLOYEE SALARY SCHEDULE

EFFECTIVE 7/1/25

POSITION	Days	Pay	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 7	STEP 9	STEP 11	STEP 13	STEP 15
SUPERINTENDENT	220	Annual	275,000	283,250	291,748	300,500	309,515	318,800	328,364	338,215	348,362	358,813
		With Masters	276,282	284,532	293,030	301,782	310,797	320,082	329,646	339,497	349,644	360,095
		With Doctorate	278,056	286,306	294,804	303,556	312,571	321,856	331,420	341,271	351,418	361,869
ASSOCIATE SUPERINTENDENT HUMAN RESOURCES/INSTRUCTIONAL SERVICES	220	Annual	190,000	195,700	201,571	207,618	213,847	220,262	226,870	233,676	240,686	247,907
		With Masters	191,282	196,982	202,853	208,900	215,129	221,544	228,152	234,958	241,968	249,189
		With Doctorate	193,056	198,756	204,627	210,674	216,903	223,318	229,926	236,732	243,742	250,963
ASSOCIATE SUPERINTENDENT BUSINESS SERVICES	261	Annual	190,000	195,700	201,571	207,618	213,847	220,262	226,870	233,676	240,686	247,907
		Hourly	91.00	93.73	96.54	99.43	102.42	105.49	108.65	111.91	115.27	118.73
		With Masters	191,282	196,982	202,853	208,900	215,129	221,544	228,152	234,958	241,968	249,189
		Hourly	91.61	94.34	97.15	100.05	103.03	106.10	109.27	112.53	115.89	119.34
		With Doctorate	193,056	198,756	204,627	210,674	216,903	223,318	229,926	236,732	243,742	250,963
		Hourly	92.46	95.19	98.00	100.90	103.88	106.95	110.12	113.38	116.73	120.19

PENDING BOARD APPROVAL ON 10/14/2025

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Public Notice of District's Intent to Filter Internet Access

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The Children's Internet Protection Act requires districts to annually serve public notice of their intent to filter internet access. This public notice is also required to be eligible for E-rate funding. The District intends to filter all internet access in order to adhere to the guidelines spelled out in the Children's Internet Protection Act of 2000.

REFERENCES:
Children's Internet Protection Act

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: IT Surplus Request

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
IT Department would like to surplus old and not working computers and parts.

REFERENCES:
Surplus requests

Shasta Union High School District

Request to Declare Property as Surplus

Location of Property:

Site: DO

Department: IT

Room No. 400

Date: 8/25/2025

Requestor: Josh Blanchard

It is requested that the following equipment be declared surplus:

Asset #	Qty.	Item Description	Model	Serial #	Year Purchased	Present Value	Condition*
		See attached Sheet					

*Condition Key:

Excellent – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: Old broken parts with no foreseeable uses in the district.

Note: *Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.*
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.

Site Administrative Approval Signature

Disposition

☐ Make available for reassignment

☐ Surplus

☒ Junk

Assign to: _____

Chief Business Official

Date

Make	Model	SN #	Tag	Tag#2	VEA TAG
Apple	iPad 2	DYVJF1PBDFHW	105442		
Apple	iPad 2	DR6HP34WDFHW			
Apple	iPad 2	DLXFNBEWDKPM	106851		
Apple	iPad 2	F5XKK90JDFHW	100801		
Apple	iPad	DLXH2BS1DVD1	105297		
Apple	iPad 2	DR6HP8RKDFHW			
Apple	iPad 2	DMPHK2L4DFHW	105309		
Apple	iPad	DMTJQHM9F182	105686		
Apple	iPad	DMPHG2DADJ8T	105298		
HP	Prodesk 600 G2 Mini	MXL6221HJB	108251		
HP	Prodesk 600 G2 Mini	MXL622192C	108151		
HP	Prodesk 600 G2 Mini	MXL6221HJP	108236		
HP	Prodesk 600 G2 Mini	MXL6221HFX	108264		
HP	Prodesk 600 G2 Mini	MXL6221918	108165		
HP	Prodesk 600 G2 Mini	MXL6221HG1	108266		
HP	Prodesk 600 G2 Mini	MXL6221HH6	108262		
HP	Prodesk 600 G2 Mini	MXL6221HGK	108282		
HP	Prodesk 600 G2 Mini	MXL622191P	108137		
HP	Prodesk 600 G2 Mini	MXL622191N	108149		
HP	Prodesk 600 G2 Mini	MXL622191R	108148		
HP	Prodesk 600 G2 Mini	MXL6221HJ6	108315		
HP	Prodesk 600 G2 Mini	MXL6221HH0	108324		
HP	Prodesk 600 G2 Mini	MXL6221HFN	108310		
HP	Prodesk 600 G2 Mini	MXL6221HH2	108309		
HP	Prodesk 600 G2 Mini	MXL6221HJ0	108308		
HP	Prodesk 600 G2 Mini	MXL6221HJD	108256		
HP	Prodesk 600 G2 Mini	MXL6221HFP	MISSING		
HP	Prodesk 600 G2 Mini	MXL6221HH4	108258		
HP	Prodesk 600 G2 Mini	MXL6221HJY	108288		
HP	Prodesk 600 G2 Mini	MXL6221HH9	108260		
HP	Prodesk 600 G2 Mini	MXL6221HFH	108265		
HP	Prodesk 600 G2 Mini	MXL622192B	108150		
HP	Prodesk 600 G2 Mini	MXL622192N	108136		
HP	Prodesk 600 G2 Mini	MXL6221HJX	108313		
HP	Prodesk 600 G2 Mini	MXL6221HHX	108311		
HP	Prodesk 600 G2 Mini	MXL6221HFR	108254		
HP	Prodesk 600 G2 Mini	MXL6221HGW	108325		
HP	Prodesk 600 G2 Mini	MXL6221HGG	108279		
HP	Prodesk 600 G2 Mini	MXL6221HGX	108273		
HP	Prodesk 600 G2 Mini	MXL6221HFM	108259		
HP	Prodesk 600 G2 Mini	MXL6221917	108162		
HP	Prodesk 600 G2 Mini	MXL6221HHL	108321		
HP	Prodesk 600 G2 Mini	MXL6221HG2	108268		
Apple	iMac 2013	N/A	100806		
Microsoft	Surface	36595782953	108898		
Microsoft	Surface	30973662953	108430		
ELMO	TT-12	1221139	105444		
Cart	Chromebook Cart	N/A	107725		
HP	EliteDesk G3 Mini	8CG8184C83	108786		
HP	EliteDesk G3 Mini	8CG83435S6	108985		
HP	EliteDesk G3 Mini	8CG83433LX	108983		
HP	EliteDesk G3 Mini	8CG80403NW	108725		
HP	EliteDesk G3 Mini	8CG7394JLV	108649		
HP	EliteDesk G3 Mini	8CG7394JFB	108644		
HP	Compaq 6200	MXL2340S3N	105432		
HP	Compaq 6300	MXL32203SP	105904		
HP	Prodesk 600 G2	2UA6121CG6	108221		
HP	Prodesk 600 G1	MXL5520XQK	107956		
Panasonic	WV-NS202A	GFA02601	106088		
Axis	P1428-E	ACCC8E5E3CC0	108364		
HP	Prodesk 600 G2 Mini	MXL6221928	108138		
HP	Prodesk 600 G2 Mini	MXL6221HJ1	108250		
HP	Prodesk 600 G2 Mini	MXL6221HG4	108270		

Make	Model	SN #	Tag	Tag#2	VEA TAG
HP	Prodesk 600 G2 Mini	MXL6221HHT	108296		
HP	Prodesk 600 G2 Mini	MXL6221HJ9	108302		
HP	Prodesk 600 G2 Mini	MXL6221HH8	108255		
HP	Prodesk 600 G2 Mini	MXL6221HHC	108307		
HP	Prodesk 600 G1 SFF	MXL4180YMZ	107011		
HP	Compaq 6000 pro Small	MXL0040DSW	106410		
HP	Prodesk 600 G1	MXL4401PQL	107482		
HP	Compaq 6200 Pro Small	MXL2291RY0	105395		
HP	Prodesk 600 G2	MXL61233S3	108125		
HP	Prodesk 600 G2	MXL61823WF	108124		
HP	Prodesk 600 G1	MXL4180YN1	107008		
HP	Prodesk 600 G1	MXL4180YMY	107007		
HP	Prodesk 600 G1	MXL4180YN0	107013		
HP	Prodesk 600 G1	MXL4300HND	107372		
HP	Prodesk 600 G1	MXL4180YN3	107009		
HP	Compaq Pro 6300	MXL322003NF	105885		
HP	Prodesk 600 G1	MXL4413700	107507		
HP	Prodesk 600 G2 Mini	MXL62218ZR	108209		
HP	Prodesk 600 G2 Mini	MXL6221HJ7	108267		
HP	Prodesk 600 G2 Mini	MXL622191J	108196		
Apple	iMac Late 2012	D25L30LUDNML	106005		
Apple	iMac Early 2013	D25L802AFFYV	100806 (no tag)		
Kyocera	FS-2020D	XVH1632371	165511		
Apple	MacBook Pro	c02r447vfvh5	107970		
Apple	Mac Laptop	c02w72pjhv2l	108720		
Apple	ipad	dmpq9wxmfk10	107874		
Apple	ipad	dmpwn866j28n	108759		
HP	ProDesk 600 G2 Mini	MXL622192F	108131		
HP	ProDesk 600 G2 Mini	MXL622190K	108208		
HP	ProDesk 600 G2 Mini	MXL6221912	108227		
HP	ProDesk 600 G2 Mini	MXL6221HG3	108337		
HP	ProDesk 600 G2 Mini	MXL6221909	108223		
HP	ProDesk 600 G2 Mini	MXL6221HK5	108339		
HP	ProDesk 600 G2 Mini	MXL622190G	108228		
HP	ProDesk 600 G2 Mini	MXL62218ZG	108229		
HP	ProDesk 600 G2 Mini	MXL6221HHH	108340		
HP	ProDesk 600 G2 Mini	MXL6221HFF	108346		
HP	ProDesk 600 G2 Mini	MXL6221904	108225		
HP	ProDesk 600 G2 Mini	MXL622191W	108153		
HP	ProDesk 600 G2 Mini	MXL62218ZW	108205		
HP	ProDesk 600 G2 Mini	MXL6221HHY	108338		
HP	ProDesk 600 G2 Mini	MXL6221908	108216		
HP	ProDesk 600 G2 Mini	MXL6221HGR	108349		
HP	ProDesk 600 G2 Mini	MXL6221HFZ	108348		
HP	ProDesk 600 G2 Mini	MXL6221913	108218		
HP	ProDesk 600 G2 Mini	MXL6221HGB	108343		
HP	ProDesk 600 G2 Mini	MXL6221HK4	108344		
HP	ProDesk 600 G2 Mini	MXL622191F	108174		
HP	ProDesk 600 G2 Mini	MXL622190F	108217		
HP	ProDesk 600 G2 Mini	MXL6221HHG	108327		
HP	ProDesk 600 G2 Mini	MXL6221HJ2	108326		
HP	ProDesk 600 G2 Mini	MXL6221HGJ	108335		
HP	ProDesk 600 G2 Mini	MXL6221HJH	108336		
HP	ProDesk 600 G2 Mini	MXL6221HJC	108345		
HP	ProDesk 600 G2 Mini	MXL6221HFS	108341		
HP	ProDesk 600 G2 Mini	MXL6221HJG	108347		
HP	Z240 Tower Workstation	2UA8331MLF	108931		
HP	Z240 Tower Workstation	2UA8331MM2	108922		
HP	Z240 Tower Workstation	2UA8331MLB	108919		
HP	Z240 Tower Workstation	2UA8331MM4	108916		
HP	Z240 Tower Workstation	2UA8331MLC	108934		
HP	Z240 Tower Workstation	2UA8331MM9	108940		

Make	Model	SN #	Tag	Tag#2	VEA TAG
HP	Z240 Tower Workstation	2UA8331MM0	108910		
HP	Z240 Tower Workstation	2UA8331MLG	108925		
HP	Z240 Tower Workstation	2UA8331MLX	108929		
HP	Z240 Tower Workstation	2UA8331MLD	108936		
HP	Z240 Tower Workstation	2UA8331MLZ	108921		
HP	Z240 Tower Workstation	2UA8331MLK	108928		
HP	Z240 Tower Workstation	2UA8331MLM	108935		
HP	Z240 Tower Workstation	2UA8331MM5	108923		
HP	Z240 Tower Workstation	2UA8331MLP	108941		
HP	Z240 Tower Workstation	2UA8331MLT	108938		
HP	Z240 Tower Workstation	2UA8331MM7	108915		
HP	Z240 Tower Workstation	2UA8331MLR	108918		
HP	Z240 Tower Workstation	2UA8331MLQ	108939		
HP	Z240 Tower Workstation	2UA8331MLH	108914		
HP	Z240 Tower Workstation	2UA8331MLY	108924		
HP	Z240 Tower Workstation	2UA8331MM6	108932		
HP	Z240 Tower Workstation	2UA8331MM1	108913		
HP	Z240 Tower Workstation	2UA8331MLJ	108917		
HP	Z240 Tower Workstation	2UA8331MM8	108937		
HP	Z240 Tower Workstation	2UA8331MML	108930		
HP	Z240 Tower Workstation	2UA8331MM3	108933		
HP	Z240 Tower Workstation	2UA8271T9J	108870		
HP	Z240 Tower Workstation	2UA8331ML9	108912		
HP	Z240 Tower Workstation	2UA8331MLV	108911		
HP	Z240 Tower Workstation	2UA8331MLN	108920		
HP	Z240 Tower Workstation	2UA8331MLW	108927		
HP	ProDesk 600 G1 SFF	MXL52123DC	107788		
HP	ProDesk 600 G1 SFF	MXL52123D2	107773		
HP	ProDesk 600 G1 SFF	MXL52123D0	107784		
HP	ProDesk 600 G1 SFF	MXL5360PQY	107866		
HP	ProDesk 600 G1 SFF	MXL52123DH	107789		
HP	ProDesk 600 G1 SFF	MXL5360PQZ	107873		
HP	ProDesk 600 G1 SFF	MXL5360PV	107869		
HP	ProDesk 600 G1 SFF	MXL5360PR1	107868		
HP	ProDesk 600 G1 SFF	MXL5282GRM	107795		
HP	DeskPro 600 GI SFF	MXL4401PQM	107481		
HP	EliteDesk 800 GI SFF	MXL4341ZDZ			
HP	EliteDesk 800 GI SFF	MXL4341ZDZ			
HP	EliteDesk 800 GI SFF	MXL70616J0			
HP	Compaq Pro 6300	MXL32203QM	105905		
HP	Compaq 6200 Pro Small	MXL1211Q58	106975		
Microsoft	Surface Pro	040267263253	108468		
Microsoft	Surface Pro	039634381853	108905		
Microsoft	Surface Pro	068851763453	108510		
Microsoft	Surface Pro	056183581853	108906		
Microsoft	Surface Pro	053298282953	108879		
Microsoft	Surface Pro	013851370353	IT-251073		
Microsoft	Surface Pro	043325470253	IT-251047		
Microsoft	Surface Pro	021528354853	IT-251046		
Microsoft	Surface Pro	017019371353	IT-251042		
Microsoft	Surface Pro	007630581953	108908		
Microsoft	Surface Pro	039023470653	IT-251045		
HP	EliteDesk 800 G2 SFF	MXL6160XD3	None		
HP	EliteDesk 600 G1 SFF	MXL52123D7	107780		
HP	EliteDesk 600 G1 SFF	MXL52123DB	107772		
HP	EliteDesk 600 G1 SFF	MXL52123D9	107783		
HP	EliteDesk 600 G1 SFF	MXL5360PR5	107863		
HP	EliteDesk 600 G1 SFF	MXL52123D6	107778		
HP	EliteDesk 600 G1 SFF	MXL5360PR6	107862		
HP	EliteDesk 800 G2 SFF	MXL52123DJ	107776		
HP	EliteDesk 600 G1 SFF	MXL52123DD	107779		
Microsoft	Surface Pro	060629572253	108707		

Make	Model	SN #	Tag	Tag#2	VEA TAG
Microsoft	Surface Pro	008217374353	IT-251285		
Microsoft	Surface Pro	053853481553	IT-251292		
Microsoft	Surface Pro	054656272253	108713		
Microsoft	Surface Pro	038604774853	IT-251262		
Microsoft	Surface Pro	070801572253	IT-251258		
Microsoft	Surface Pro	016739273553	IT-251259		
Microsoft	Surface Pro	081747172553	IT-251264		
Microsoft	Surface Pro	035199180153	IT-251257		
Microsoft	Surface Pro	030470772553	IT-251261		
Microsoft	Surface Pro	023973472353	IT-251284		
Microsoft	Surface Pro	045064271553	IT-251260		
Microsoft	Surface Pro	027932581453	IT-251263		
HP	EliteDesk 800 G2 SFF	2UA63629VW			
HP	ProDesk 600 G1 SFF	MXL4401PQN			
HP	EliteDesk 800 G1 SFF	MXL4341Z9K			
HP	EliteDesk 800 G1 SFF	2UA45021DV			
HP	Compaq 6000 Pro Small	00186077332731	106654		

Shasta Union High School District

Request to Declare Property as Surplus

Location of Property:
Site: DO
Department: IT
Room No. 400

Date: 10/2/2025

Requestor: Josh Blanchard

It is requested that the following equipment be declared surplus:

Asset #	Qty.	Item Description	Model	Serial #	Year Purchased	Present Value	Condition*
		See attached Sheet					

*Condition Key:

Excellent – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: Old broken parts with no foreseeable uses in the district.

Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.

Site Administrative Approval Signature

Disposition

☐ Make available for reassignment Assign to: _____

☐ Surplus

☒ Junk

Chief Business Official

Date

Make	Model	SN #	Tag	Tag#2	VEA TAG
HP	compaq 6200	MXL01903W3	106485		
Apple	ipad	dmpmf4p6f182	101128		
HP	elitedesk 800 g4	MXL9251Z1Y	IT-251028		
HP	elitedesk 800 g3	8CG83437P5	108986		
Microsoft	surface	37512393853	IT-251092		
HP	EliteDesk 800 G6	MXL2075DF4	IT-251826		
HP	Z240 Tower	2UA82028SC	108782		
Sony	Bravia TV	4104393	106129		
Microsoft	Surface 3	57495562153	108458		
Microsoft	Surface	18515113353	IT-251628		
Microsoft	Surface	4787202453	IT-251358		
HP	Elitebook 840	5cg6426d89	108478		
Elmo	Elmo	1430605	IT-251038		
HP	EliteDesk 800 G2	2UA6232MVX			
HP	EliteDesk 800 G2	2UA6232N07			
HP	EliteDesk 800 G2	2UA63629H7			
HP	compaq 6200	MXL15200DZ	105248		
HP	Z240 Tower	2UA8271T9D	108865		
HP	Z240 Tower	2UA8271T9L	108866		
HP	Z240 Tower	2UA8271T95	108867		

Shasta Union High School District

Request to Declare Property as Surplus

Location of Property:
Site: DO
Department: IT
Room No. 400

Date: 9/17/2025

Requestor: Josh Blanchard

It is requested that the following equipment be declared surplus:

Asset #	Qty.	Item Description	Model	Serial #	Year Purchased	Present Value	Condition*
		See attached Sheet					

*Condition Key:

Excellent – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: Old broken parts with no foreseeable uses in the district.

Note: *Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.*
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.

Site Administrative Approval Signature

Disposition

☐ Make available for reassignment Assign to: _____

☐ Surplus

☒ Junk

Chief Business Official

Date

Make	Model	SN #	Tag	Tag#2	VEA TAG
HP	ProBook 640 G3	5CG8300GXB	108893		
HP	EliteBook 850 G5	5cg83775np	109131		
HP	EliteBook		107902		
HP	EliteBook 840 G5	5cg8152fxl	108776		
HP	EliteBook Folio 9470m	CNU419CR4S			
HP	EliteBook Folio 1040 G1	8CG45200MQ	107743		
HP	EliteBook 840 G3	5cg6492ky0	108485		
Microsoft	Surface	5626272453	108669		
Microsoft	Surface	5621772453	108682		
Microsoft	Surface	1627582653	108876		
Microsoft	Surface	71055383053	109211		
Apple	iPad	dmpnd3qhfk11	107502		
Apple	iPad	dmrkcpekf182	105741		
HP	EliteDesk 800 G3	8CG83433K3	108984		
HP	ProDesk 600 G3	8CG7394JN2	108643		
HP	ProDesk 600 G3	8CG7394N4G	108646		
HP	ProDesk 600 G3	8CG7394JDS	108647		
HP	ProDesk 600 G3	8CG7394K0V	108648		
HP	ProDesk 600 G3	8CG7394K36	108645		
HP	ProDesk 600 G3	8CG7394JT5	108650		
Apple	iPad	dlxn196sfk11	107471		
Apple	iPad	dmpwn7ejj28n	108760		
Apple	iPad	dmpx41y2j28l	108947		
Apple	iPad	dmpk9uh0f183	105736		
Apple	iPad	DMPNG2XYFK10	107491		
Intel	NUC	G6AY123000W7	IT-251476		
Intel	NUC	G6MY60100B65	107983		
Apple	iPad	DMPWN6NQJ28N	108766		
Apple	iPad	DN6HJHH8DFHW	105304		
Apple	iPad	DVGLV18MFK10	100885		
HP	ProDesk 600 G2	MXL6221916	108220		
HP	z40	2UA8271T8Q	108849		
HP	z40	2UA8271T94	108871		
HP	z40	2UA8271T9N	108854		
HP	z40	2UA8271T8Y	108855		
HP	z40	2UA8271T9K	108857		
HP	z40	2UA8271T97	108858		
HP	z40	2UA8271T8T	108847		
HP	z40	2UA8271T9C	108848		
HP	z40	2UA8271T8X	108850		
HP	z40	2UA8271T9H	108874		
HP	z40	2UA8271T9B	108875		
HP	z40	2UA8271T90	108863		
Kyocera	p6021	LW36306640	108398		
HP	z40	2UA8271T99	108860		
HP	z40	2UA8271T9G	108869		
HP	z40	2UA8271T9P	108862		
HP	z40	2UA8271T8V	108868		
HP	z40	2UA8271T8R	108859		
HP	z40	2UA8271T8S	108846		
HP	zbook 15u	5cg8341xcl	108968		
HP	zbook 15u	5cg83447wj	108978		
HP	zbook 15u	5cg83449yy	108977		
HP	zbook 15u	5cg834499b	108966		
HP	zbook 15u	5cg8341zzr	108962		
HP	zbook 15u	5cg83449tf	108974		
HP	zbook 15u	5cg8341xf3	108969		
HP	zbook 15u	5cg8341xds	108971		
HP	zbook 15u	5cg83449qd	108972		
HP	zbook 15u	5cg8341xcb	108970		
HP	zbook 15u	5cg834499l			
HP	zbook 15u	5cg834202x	108965		
HP	zbook 15u	5cg83449p5	108981		

Make	Model	SN #	Tag	Tag#2	VEA TAG
HP	zbook 15u	5cg83447d3	108975		
HP	zbook 15u		108979		
HP	zbook 15u	5cg83449zp	108967		
HP	zbook 15u	5cg83449kd	108976		
HP	zbook 15u	5cg83420b2	108964		
HP	zbook 15u	5cg83448gd	108973		
HP	ProDesk 600 G2	MXL622192M	108140		
HP	ProDesk 600 G2	MXL6221HJF	108305		
HP	ProDesk 600 G2	MXL6221HJZ	108301		
HP	ProDesk 600 G2	MXL6221HJ4	108297		
HP	ProDesk 600 G2	MXL6221HGQ	108257		
HP	ProDesk 600 G2	MXL6221HHW	108271		
HP	ProDesk 600 G2	MXL6221HJ8	108248		
HP	ProDesk 600 G2	MXL6221HK3	108306		
HP	ProDesk 600 G2	MXL6221925	108143		
HP	ProDesk 600 G2	MXL6221HFV	108261		
HP	ProDesk 600 G2	MXL6221HJL	108300		
HP	ProDesk 600 G2	MXL622192L	108139		
HP	ProDesk 600 G2	MXL6221HFY	108281		
HP	ProDesk 600 G2	MXL6221HJQ	108286		
HP	ProDesk 600 G2	MXL6221HJR	108284		

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Human Resource Action Report

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Approve personnel changes to meet the needs of our District as outlined on the following report.

Shasta Union High School District
HUMAN RESOURCES ACTION REPORT

NAME	POSITION	EFFECTIVE
Classified		
New Hire		
Weiss, Meiling	Food Nutrition Specialist, SHS 4.0 hours / 10 months	September 22, 2025
Suggs-Morales, Melissa	Account Clerk II 8 hours / 12 months	September 29, 2025
Shao, Song “Sam”	Food Nutrition Specialist, SHS 5.75 hours / 10 months	October 2, 2025
Hours/Position Change		
Reagan, Brooke	Title I Para, FHS 7 hours / 10 months	September 11, 2025
Retirement		
Vincelli, Mike	Director of Technology 8 hours / 12 months	January 2, 2026
Martin, Jackie	SOA II, EHS 7 hours / 12 months	June 4, 2026
Certificated		
New Hire – Provisional Internship Permit		
Hibbs, Abbrieanna	5/5 SDCI, SLC/SHS	September 9, 2025
Retirement		
Anstine, Shawn	Assistant Principal, PHS	December 31, 2025
Price, Bob	5/5 CTE Fire Tech	June 5, 2026
Unpaid Leave of Absence		
McIntire, Jaime	2/5 CTE Medical Careers, SHS	Sept 3, 2025 – June 5, 2026
Ramsour, Valeriana	5/5 Ag Teacher, FHS	December 4 - 19, 2025

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Quarterly Report - Williams Uniform Complaints

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
No Williams Uniform Complaints have been filed between July 1, 2025 and September 30, 2025.

Academic School Year 2025 - 2026

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Shasta Union High School District

Form Completed By: Cindy Chao Title: Administrative Assistant, HR

Quarterly Report Submission Date: *(Please check one)*

- ☑ October 2025
- ☐ January 2026
- ☐ April 2026
- ☐ July 2026

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignments			
Facilities Conditions			
TOTALS	0	0	0

Owen Crosby

Print Name of District Superintendent

Signature of District Superintendent

10/14/2025

Date

Submit by the 15th of the month to: Barbara Erlei at berlei@shastacoe.org

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Approve Certificated Staff Teaching Outside of their Credential Area

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Education Code 44258.3 allows for the District to assign teachers to teach courses outside of their specific credential area based on established competency. In each case, the Principal has provided a written statement regarding the competence of the teacher. Education Code 44263 allows for the District to assign teachers to teach courses outside of their specific credential area based on having the documented number of college units in the area the teacher if being assigned to teach. In each case, the Human Resources office has verified the teacher's units.

Employee	Site	Credential	Assignment Out of Credential	Ed Code
Alissa Horner	EHS	Mild/Mod	Drama (1)	44258.3
Katelyn Weyand	EHS	Math	Journalism	44258.3

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Director of Technology Job Description

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Administration recommends approving the Director of Technology job description to better meet the needs of the District.

DIRECTOR OF INFORMATION TECHNOLOGY (IT)

SUMMARY:

Under the supervision of the Associate Superintendent of C&I, the Director of Information Technology (IT) oversees the development, execution, support, and evaluation of a robust and comprehensive information technology (IT) system. Works with senior leadership, departments, and schools to help them effectively utilize the applications of technology within their respective areas of responsibility. In addition, the Director focuses the department on innovation, efficiency, and the implementation of effective, industry-leading technology practices that will aid the District in providing the highest quality educational programs, services, and infrastructure to ensure the smooth management of overall operations.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Responsible for development, implementation, operation, monitoring, and evaluation of the technology program for the District and other Districts. Provides leadership for short-and long-range planning for all technology initiatives: innovation, vision, goals, program objectives/strategies/activities, infrastructure, staffing, training, evaluation, budgeting, and collaboration with others.

- Responsible for maintaining technology operations, include systems administration, network management, telecommunications management, system and data security, system and data backup, and emergency recovery plans.
- Plans for, establishes, and maintains the District-wide database systems. Responsible for assuring data integrity and assisting staff in data access and utilization.
- Provides leadership in identifying hardware and software needs and purchases, ensuring that they are consistent with the school system plan and state technology guidelines.
- Uses technology plans to establish standards for the purchase of equipment, software, related media, and supplies for instructional technology integration and management activities according to the local purchasing guidelines. Supervises the system-wide inventory of technology assets.
- Directs the development and delivery of technology training for use of administrative and instructional systems collaboratively with the Curriculum, Instruction and Assessment team.
- Works with all other instructional administrative staff, including school based administrators, to implement and support instructional technology initiatives. Coordinates staff development in technology competencies for District staff at all levels.
- Implements a best-in-class ticketing system for technology related technology needs, repairs, and maintenance. Develops protocols to ensure tickets are completed in a timely manner and accurately.
- Provides support and technical assistance to COEs and other outside districts, pertaining to contracted technology agreements.

Planning and Programming:

- Stays abreast of research on the changing nature of the profession, the field of public education and changing national, regional and local trends that may impact program areas.
- Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs.
- Anticipates and develops strategies and programs that respond effectively to anticipated needs and the changing profession.
- Develops and implements continuity protocols to minimize disruption of school operations in the event of emergency situations or data loss.

Financial Management and Strategic Planning:

- Administers programs within approved budget parameters including allocation of financial, technology, and staff (FTE) resources.
- Exercises overall leadership for federal, state and private source grants to support technology and telecommunications operations, enhancement, and support activities.

Policy Formulation and Guidance:

- Recognizes the need for and formulates policies necessary to implement district information technology management goals and objectives.
- Works within the established system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of employees and managers and the organization.

Program Direction and Staff Supervision:

- Oversees organizational management in all assigned areas.
- Assures that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across program functions.
- Recruits and assigns staff ensuring that they possess and practice the values necessary to achieving the level of program delivery and customer service that is essential to a highly effective organization.
- Assesses, evaluates, coaches, and provides for training and professional development of all staff. Creates communication, collaboration and coordination processes that assure all staff are timely and effectively informed of department policies, issues, and guidance that their programs are expected to support.
- Implement practices that focus on service excellence to all stakeholders.
- Establishes an environment in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.

Program Evaluation, Analysis and Feedback:

- Establishes a system of data collection and analysis that provides for continuous improvement of program effectiveness and/or changing needs.
- Oversees security of systems, networks, and enterprise information; facilitates IT security audits or investigations.

Representation:

- Maintains collegial relationships with technology administrators outside of the school district. Speaks and acts on behalf of the Superintendent and District when interacting with public and community groups concerning technology issues.
- Performs other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's Degree or higher, or 10 years of IT management experience.
- Minimum of 10 (10) years of technology management and/or leadership experience. Experience requirements may be substituted on a year-for-year basis by education above.

KNOWLEDGE, SKILLS & ABILITIES:

- Knowledge of current technology environments including telecommunications, networks, database administration, programming, media, and desktops.
- Knowledge of GSuite for Education platform and ability to use/learn to use Google Management Console to support 1:1 Chromebook to student initiative.
- Strong project management skills and demonstrated ability to plan, organize, and manage programs and projects.
- Experience in the application of technology to instructional practice (may be substituted in part for the five (5) years of technology management and/or leadership experience).
- Strong analytical and problem-solving skills.
- Understanding and demonstration of "client-centered" support and services.
- Excellent oral, written, and interpersonal communication skills.
- Ability to work both independently and cooperatively.
- Ability to organize work, set priorities, and meet deadlines.
- Ability to establish effective working relationships at all levels of the organization.
- Ability to remain calm, deliberate, and tactful in stressful and emotional situations.

DESIRED QUALIFICATIONS

- Experience in the K-12 instructional application of technology.
- Knowledge and experience in district-specific technology equipment, systems, and applications.
- Experience with Aeries SIS.
- Experience with Palo Alto and Cisco equipment.
- Experience with continuous improvement methodology.
- Experience with computer coding and script writing.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Google Suite, Microsoft Word, Excel, PowerPoint and other software packages
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

PHYSICAL REQUIREMENTS & WORKING ENVIRONMENT:

- Persons performing service in this position classification will exert 40 to 50 pounds of force occasionally to lift, carry, push, pull, or otherwise move objects.
- May occasionally lift and stack heavy [illegible] exceed 65 lbs.

- This type of work involves reaching/handling, sitting, walking or standing.
- Can travel in District and/or personal motor vehicle.
- Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate business related equipment, and handle and work with various materials and objects are important aspects of this job.
- Hearing and speaking to exchange information in person and on the telephone. communicate in oral and written form. with persons with varied cultural and educational backgrounds

Pending Board Approval 10/14/2025

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: First Reading – Draft Administrative Board Policies, Regulations & Exhibits

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☒ Discussion

☐ Information

BACKGROUND:
The District subscribes to the California School Boards Association (CSBA) Policy Manual Maintenance Program. Through this Program, CSBA provides sample policies and administrative regulations for adoption.

In addition, Business Services is recommending Administrative Regulation 3314.3 District Credit Cards be updated. The District would like to increase the purchasing limits to the CalCards to meet the needs of the District.

REFERENCES:
Draft policies were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: State of the District Report 2024-25

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
The annual State of the District report includes data on the Local Control and Accountability Plan, facilities, student success, academic programs, District finance, District leadership, partnerships, staffing, transportation, nutrition services, schools, and extra-curricular programs.

REFERENCES:
Copies of the report were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Minutes from the September 6, 2025 special Board Meeting

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Staff has reviewed the minutes and recommends approval as presented.

SHASTA UNION HIGH SCHOOL DISTRICT
SPECIAL MEETING OF THE GOVERNING BOARD
Large Conference Room
2200 Eureka Way
Redding, CA 96001

September 6, 2025
UNADOPTED MINUTES

A special meeting of the Governing Board of the Shasta Union High School District was called to order at 8:03a.m. by Trustee Ayer in the Shasta Union High School District Large Conference Room.

ROLL CALL: Trustees Joe Ayer, Andrea Hoheisel, Luke Wilson and Mike Bridges were present. Also present: Superintendent Owen Crosby.

Trustee Ayer led the pledge of allegiance, and recited the mission and vision statements.

RES. 25-194 That the Board approve the agenda, as presented. (Motion Bridges, second Wilson, carried 4-0)

RES. 25-195 That the meeting adjourn. (Motion Bridges, second Hoheisel, carried 4-0)

PUBLIC COMMENT:
There were no comments.

DISCUSSION:
The Board and Superintendent participated in a Governance Training facilitated by Educational Leadership Services Representative Dr. Ron Carruth. The Board conducted an appreciative inquiry activity where they identified the following categories as what they are most proud of in the District: facilities, sense of community, performing arts, fiscal responsibility, education, staff, leadership, and athletics. The Board identified the following areas for growth: community involvement from administrators, feeder school outreach, parent communication (orientations), and general communication/publicity regarding educational programs. Superintendent Owen Crosby provided a handout from Trustee Ron Zufall who couldn't attend the meeting with his feedback.

The Board held a discussion on the role of the Board and acknowledged the following as areas the Board does well: unified goals, ability to discuss difficult topics with an open mind, ability maintain trust and a high level of respect for one another.

The Board discussed the role of the Student Board Members. The Board would like the students to attend all Board meetings and provide an individual report. Students will sit at the dais on a rotation based on availability. The student at the dais can provide a report for a fellow Student Board Member if they are unable to attend the meeting. The Board would like specific topics assigned to the students for them to report on (e.g. new food carts). Superintendent Owen Crosby asked if the Board would like to hear from the Principals on a rotating basis. The Board agreed that they would like to hear individual reports monthly from all Principals and expressed the need for more structure with their presentations (e.g. handout with events, data, etc.). The Board said that they like to have the Principals at the meeting in case they need input.

The Board held discussions on meeting efficiency, the role of the Board in negotiations, the role of the Superintendent and the Superintendent evaluation process. The Board reviewed a timeline for the Superintendent evaluation process and agreed to the following three main components as criteria for this year's Superintendent evaluation:

1. Community (involvement and perception);
2. Superintendent's assessment of the District (setting a common direction); and
3. Establish goal setting process (align Superintendent goals with Cabinet this spring for the 2026/27 school year in partnership with the Board).

Overall, the Board was pleased with the Governance Training. They thanked Dr. Ron Carruth for facilitating the training noting that they really enjoyed the appreciative inquiry activity.

ADJOURNMENT:
The meeting adjourned at 12:35p.m.

_____
Luke Wilson, Clerk
Board of Trustees

_____
Owen Crosby, Executive Secretary
Board of Trustees

Bd. Min. 9-6-25 /ll

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Trustee Absence at the September 6, 2025 special Board meeting

PREPARER: Owen Crosby, Superintendent

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Board Bylaws and Ed. Code allow the Board to approve Trustee absences at Board meetings for reasons that are deemed acceptable.

REFERENCES:
Board Bylaw 9250/Ed. Code 35120c

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Emergency Repairs Resolution

PREPARER: David Flores
Associate Superintendent of Business Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Public Contract Code section 20113 requires the approval of the County Superintendent of Schools for any emergency repair work of public projects without a competitive bid process. Specifically, the code section states the following;

> "In an emergency when any repairs, alterations, work, or improvement is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, the board may, by unanimous vote, with the approval of the county superintendent of schools, do either of the following: (1) Make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for the purpose without advertising for or inviting bids; (2) authorize the use of day labor or force account for the purpose."

The District has filed for an Emergency Waiver Request with the Shasta County Office of Education as a result of a sewage backup at Thompson Field which has resulted in the discovery of a 300- foot section of pipe that has been compromised. The waiver was submitted to the County Office of Education on September 30, 2025. For this reason, District staff is recommending approval of the attached resolution for immediate repairs under the emergency conditions section of Public Contract Code 20113.

On October 02, 2025 the Shasta County Office of Education issued a tentative approval of the District waiver request based on approval of the Governing Board.

REFERENCES:
Public Contract Code 1102, 20113, 20654

GOVERNING BOARD RESOLUTION FOR

EMERGENCY WAIVER - PUBLIC PROJECT

Resolution # _____

Shasta Union High School District

On Motion of Member _____, seconded by Member _____ , the following resolution is adopted by the Governing Board of the Shasta Union High School District:

WHEREAS, Sewage back up at Thompson Field at Shasta High School;

WHEREAS, Public Contract Code section 20113 (school districts) /20654 (community college districts), as further defined by Public Contract Code section 1102, provides that school districts/community college districts may, with the unanimous approval of the governing board and approval of the county superintendent of schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life or property;

NOW THEREFORE, be it resolved that the Governing Board of the Shasta Union High School District has determined that these circumstances constitute an emergency condition and request approval from the county superintendent of schools to enter into contracts for sewage back up at Thompson Field at Shasta High School without advertising or inviting bids pursuant to Public Contract Code section 20113 (school districts) /20654 (community college districts) and Public Contract Code section 1102.

PASSED AND ADOPTED by unanimous vote of the members of the Governing Board of the Shasta Union High School District this 14th day of October 2025 by the following vote:

AYES:
NOES:
ABSENT:

(STATE OF CALIFORNIA, COUNTY OF SHASTA)

I, Owen Crosby, Secretary of the Governing Board of the Shasta Union High School District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regularly called and conducted meeting held on said date.

_____
Signature

Secretary of the Governing Board

SHASTA
COUNTY OFFICE OF
EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

October 2, 2025

Mr. David Flores, Associate Superintendent of Business Services
Shasta Union High School District

Dear Mr. Flores:

Re: Request for Emergency Waiver of Public Contract Code
Sewage back up at Thompson Field

Your written request was received on September 30, 2025. We understand that your Governing Board's action will take place on October 14, 2025, requesting approval of the County Superintendent of Schools to grant an emergency waiver under the authority of Public Contract Code section 20113 and is hereby approved for the following actions:

- Enter into a contract for the entire brown water pipe replacement that leads to Mary Street along the driveway adjacent to Thompson Field. I understand that you feel immediate action is necessary to permit the continuance of daily school operations and to avoid danger to life and property.

- You estimate the cost of the materials and repair will exceed $25,000.00.

Your request for emergency repairs without advertisement for bids is approved subject to the stipulations that (1) your governing board unanimously approves the emergency waiver resolution and (2) formal bidding will be resumed and utilized as soon as possible. Please be reminded that Public Contract Code section 20113(b) requires the contractor to file a payment bond for public works with the district for any public works contract involving an expenditure in excess of $25,000.

A copy of the approved governing board resolution should be forwarded to Mike Freeman, Superintendent of Schools, Shasta County Office of Education. When processing payments for work related to this emergency project, please advise your Accounts Payable staff to include a copy of this letter along with the contracts and invoices to identify such payments as being waived for competitive bidding requirements.

Sincerely,

Mike Freeman
Superintendent of Schools

1644 Magnolia Ave. | Redding, CA 96001 | Phone 530.225.0200 | Fax 530.225.0329 | www.shastacoe.org

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Supplemental Book Adoption, First Reading

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☒ Discussion

☐ Information

BACKGROUND:
The Science Department has requested to adopt the following new supplemental book for Honors Earth & Space Science: *Project Hail Mary* by: Andy Weir.

The Board will conduct the first of two readings of the book. Associate Superintendent Leo Perez has read the book and recommends approval.

SHASTA UNION HIGH SCHOOL DISTRICT

Application for Supplementary Text Adoption

The following supplementary text is recommended for adoption in the Shasta Union High School District beginning with the 2025-2026 school year.

Title: Project Hail Mary

Author: Andy Weir

Publisher: Ballantine Books

Edition: 1 Copyright Date: 2021 List Price: 13.99

Approximate Number Needed: 40 Total Estimated Cost of Adoption: 560

Subject or Course in which the supplementary text will be utilized: Honors Earth and Space

Grade level and ability group: 9th grade honors

Lexile Level: Not available but online its listed as 9-12th grade to young adult

Please indicate the length of time for which this supplementary text will be satisfactory and usable:

I would like to use this book yearly with the Honors Earth curriculum following our Space Unit in May

Please state the reason(s) the committee is recommending this supplementary text:

I would like to read a fiction novel and expand the reading of the honors students. Generally, books aren't read in any class other than English. This book discusses relevant and correct known space and biology scientific thought incorporating the scientific method in deducing the phenomena being discovered.

What criteria were used to evaluate this book?

I have read the book and it's geared towards the high school student. It's fun and relevant with correct scientific data. There is a movie coming out in March 2026.

Does the book contain material that may be considered objectionable, offensive, or controversial?
Yes _____ No X If yes, please explain:

D324 IS 01/2020

Title: Project Hail Mary

Author: Andy Weir

Publisher: Ballantine

Recommended for adoption by:

	Print Name	Signature	Date
EHS Department Chair	AMY RAMIREZ		10.8.25
FHS Department Chair	Kelsey Cloney		10/8/25
SHS Department Chair	Brandon Good		9-19-25
District Department Chair	Ashley Fuller		9/26/25

I have examined the report and recommend the adoption of this supplementary text by the Governing Board of Trustees.

	Print name	Signature	Date
Assoc Superintendent, IS			
Superintendent			

The above supplementary text was adopted by the Governing Board of Trustees.

1st Reading _____ Date

2nd Reading _____ Date

Board Approval _____ Date

D324 IS 01/2020

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Approve 2026-27 Curriculum Recommendation

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:

SITE	DEPT	SUBJECT AREA	COURSE NAME
ALL	CTE	Elective	Ag Food and Nat Resources

Shasta Union High School District
CURRICULUM PROPOSAL COVER SHEET

COURSE # 3091 ABBR. COURSE TITLE: Ag Food and Nat Resources
CBEDS # _____

COURSE NAME: Intro to Ag, Food and Natural Resources CTE **SUBJECT AREA:** Science
GRADE LEVEL(S): 9th **LENGTH OF COURSE:** Year **UNITS:** 10 **OFFERED AT:** Farm (EHS and SHS) and FHS

CTE: No X Yes → **PATHWAY:** _____ X Intro _Concentrator _Completer

Will submit UC/CSU a-g: X Yes No **LIST:** a b c X d e f g APPROVAL DATE: 8/31/2025

PREREQUISITES: CP Math 1

COURSE DESCRIPTION:

See Attached

Attach supporting information to include, but not limited to the following:

- Essential Standards the Course Will Cover
- Task Analysis: "what the students should know and how the instructor knows they have learned it." Thoroughly detail course timelines, vocabulary, resources and specific academic expectations.
- Connectivity with post-high school program (college and/or career).
- Provide documentation and/or research how this proposed course supports college and/or career readiness.

_____ DATE: 9/19/24
REQUESTED BY

_____ DATE: 9/21/25
DISTRICT DEPARTMENT CHAIR

_____ DATE: 9/24/25
ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES

_____ DATE: _____
SUPERINTENDENT

BOARD APPROVAL DATE: _____ **RESOLUTION #:** _____

Intro to Ag, Food and Natural Resources CTE

Shasta Union High School District

Modeled Course Outside District Approved

Aug 31, 2025
Leo Perez

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
Foothill High School (052581)	Classroom Based	Ag, Food and Nat Resources	3091
Shasta High School (052585)	Classroom Based	Ag, Food and Nat Resources	3091
Enterprise High School (052580)	Classroom Based	Ag, Food and Nat Resources	3091

Title: Intro to Ag, Food and Natural Resources CTE

Length of course: Full Year

Subject area: Science (D) / Integrated Science 1

UC honors designation? No

Prerequisites: Elementary Algebra (Recommended)

Co-requisites: None

Integrated (Academics / CTE)? Yes

Grade levels: 9th

Course Description

Course overview:

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Science, mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout the CASE™ curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course. Students participating in the Introduction to Agriculture, Food, and Natural Resources course will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise. The Introduction to Agriculture, Food, and Natural Resources course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program. In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The Introduction to Agriculture, Food, and Natural Resources course includes: Agriculture, FFA,SAE, Communication Methods, Science Processes, Natural Resources, Plants and Animals, and Agricultural Mechanics.

Course content:

The circles of Agriculture Education

Lesson 1.1 Agriculture Everyday

Agriculture and natural resources provide the basic needs, including food, clothing, and shelter for human populations. Agriculture was the foundation for the shift from the nomadic lifestyle of a hunter-gatherer to settled, community-based societies. The advancements in agriculture have allowed fewer people to be involved in the production of agricultural goods. This allows more people to live further from farms and ranches and to devote more time to nonagricultural ventures.

Production of agricultural commodities occurs throughout the United States of America and plays a critical role in both our food supply and our economy. Much of the food and fiber consumed in the United States is produced here, yet only a small percentage of people are directly involved in production.

In this lesson, students will explore how agriculture provides for their basic needs, what commodities are produced in the United States of America, and how those commodities move from producer to consumer. Students will also complete an activity to develop an organizational system for notes and records that will be used throughout this course.

Lesson Highlights:

Agriculture and natural resource systems provide the three basic human needs of food, clothing, and shelter.

Organization and record keeping are important to the success of an agricultural business.

Agriculture is a broad field of study that includes agriculture systems, natural resource management, science, business, communication, and leadership.

Production of agricultural commodities occurs within specific regions of the United States.

Lesson 1.2 Team FFA

One of the three components of the agricultural education model is FFA. The National FFA Organization was founded as Future Farmers of America in 1928. Since then, the organization has undergone many changes to accommodate advancements in technology and a changing American culture while remaining true to the purpose of developing leadership and career skills in students through the context of agriculture. For more background information on the National FFA Organization, please review the FFA student handbook and official manual.

In this lesson, students will explore the opportunities available to them through FFA. They will investigate the history and principles of FFA and complete a series of mock Career Development Events.

Lesson Highlights:

The National FFA Organization offers members many opportunities to build necessary employment and life skills, such as leadership, personal character, and career options.

Career Development Events (CDE) expose students to numerous opportunities for academic application in agriculture.

Lesson 1.3 Finding Your Career Path

Students will study the diversity of agricultural career opportunities awaiting them. Students of the 21st century will be challenged with an increasing human population, and the need for increased food production on less agricultural land with more environmental regulations. Research, economics, technology, and the demand for sustainability may open the door for many new highly skilled careers.

In this lesson, students investigate careers and begin a Career Portfolio identifying their employability skills. Students will reflect upon their strengths and weaknesses and take an inventory of their skills to help develop an awareness of suitable careers. Finally, students will explore Supervised Agricultural Experience (SAE) projects to select and design their SAE.

Lesson Highlights:

Career opportunities exist in agriculture for all levels of education in the areas of production, processing, marketing, and regulation.

Agriculture is a broad field that encompasses many employment areas and offers a wide array of career opportunities.

Employability skills, such as work ethic, timeliness, communication, and self-direction, are essential attributes for a successful career.

Supervised Agricultural Experiences (SAE) programs provide opportunities to explore potential career choices and develop professional career goals.

Unit Assignment(s):

Project 1.3.2 Career Portfolio

Purpose

Top jobs and colleges are competitive. What will give you an edge when you begin applying for a job or college?

A portfolio containing information about your education and experiences can help you land a coveted position. In an interview, a portfolio will give a potential employer or college visual evidence of your abilities. Your portfolio will also serve as a record of your accomplishments. By starting a collection of your schoolwork now and keeping it through your high school career, you will be able to showcase your learning experiences.

Unit Lab Activities:

Project 1.3.2 Career Portfolio

Purpose

Top jobs and colleges are competitive. What will give you an edge when you begin applying for a job or college?

A portfolio containing information about your education and experiences can help you land a coveted position. In an interview, a portfolio will give a potential employer or college visual evidence of your abilities. Your portfolio will also serve as a record of your accomplishments. By starting a collection of your schoolwork now and keeping it through your high school career, you will be able to showcase your learning experiences.

Communication Today

Lesson 2.1 Listen to Me

Communication is a vital job and life skill. People communicate in a variety of ways throughout each day of their life. There are many methods of communication and even more ways that communication may be interpreted. Written communication allows people to communicate without coming in direct contact with each other, while speaking and listening are direct forms of communication. Communication not only occurs in the form of words, but in non-verbal methods such as body movements, expression, and behavior as well.

In this lesson, students will learn and apply both written and oral communication skills. They will demonstrate non-verbal methods of communication, learn to introduce themselves and others, and practice effective speaking.

Lesson Highlights:

People utilize multiple forms of verbal and nonverbal communication.

Voice, presence, and expression are used in communicating effectively.

Speeches may be informative, persuasive, or special occasion.

Lesson 2.2 Let's Get Together

The ability to work well with others is a skill that most people will need at some point during their life. This could be as a member of the local parent-teacher association or in an executive boardroom. The effectiveness of group settings will depend on the interaction of the people involved and the organization of the meeting. In order for everyone to have a voice and make adequate use of time, proper procedures should be utilized. It is important to establish a democracy so no one person dominates the decision-making process and that the wishes of the people are heard.

In this lesson, students will work together to solve problems and develop a group presentation. They will also learn basic parliamentary procedures and practice making and discussing main motions and amendments.

Lesson Highlights:

People utilize multiple forms of communication in their daily lives.

Parliamentary procedures are used to conduct orderly meetings.

Speaking and use of visual aids are tools used to communicate effectively.

Teamwork is essential when solving many problems and completing group tasks.

Unit Assignment(s):

Key Assignments:

Project 2.2.3 Teaming Up

Purpose

Working with people in groups is a skill necessary in school and professional careers. You will work with people of varying skills and personalities on many projects. Group processes are often as important to overall success as the content of the product.

When working in a group, it is important to establish objectives or goals for the group. Once those objectives have been established, the group needs to work together to accomplish the objectives. Keeping open lines of communication, being honest with each other, and working toward the group goals rather than seeking personal gain are important factors in successful groups. To assist with this, a group should establish norms, or the shared expectations of each group member, before starting to develop the end product or outcome.

Unit Lab Activities:

Key Assignments:

Project 2.2.3 Teaming Up

Purpose

Working with people in groups is a skill necessary in school and professional careers. You will work with people of varying skills and personalities on many projects. Group processes are often as important to overall success as the content of the product.

When working in a group, it is important to establish objectives or goals for the group. Once those objectives have been established, the group needs to work together to accomplish the objectives. Keeping open lines of communication, being honest with each other, and working toward the group goals rather than seeking personal gain are important factors in successful groups. To assist with this, a group should establish norms, or the shared expectations of each group member, before starting to develop the end product or outcome.

The Science of Agriculture

The Science of Agriculture

Lesson 3.1 Agriscience Investigators

Problem solving and inquiry are the foundation of science. In agriculture, science, problem solving, and inquiry are implemented in very practical applications. From soil fertility in the field to advanced micro propagation of plants, agriculturalists use science every day. To utilize the science in agriculture, students must be familiar with the processes and equipment used to conduct experiments and scientific research. The processes of science include observing, classifying, measuring, communicating, experimenting, inferring, and predicting.

In this lesson, students will identify tools and equipment found in a laboratory, locate safety equipment, determine safe procedures, practice proper measuring, and learn to collect data using the LabQuest2® interface. They will also design an experiment and develop a skit using the science processes and group communication skills.

Lesson Highlights:

Laboratory equipment has specific uses in scientific experiments.

Understanding and following procedures and rules are essential to maintaining a safe work environment.

Emergency equipment is available and has specific uses.

Reading and understanding laboratory procedures are essential to conducting a laboratory experiment safely.

Mass, volume, temperature, and density are common laboratory measurements.

Proper and accurate measurement is important for laboratory investigation.

Scientific method is a systematic process used to solve a problem.

Lesson 3.2 Principles of pH

The pH of substances is a measure of acidity or alkalinity. pH is important to the health and well-being of living organisms and is involved in many chemical processes. Nutrient uptake and absorption in plants and animals are influenced by the acidity or alkalinity of soil, water, and feed. pH indicators for acids and bases are also used to collect qualitative data in many experiments, thus an understanding of pH is important for students in agriscience.

This lesson will introduce students to the basics of pH through the testing of common substances. Students will also conduct a structured inquiry experiment and write a lab report.

Lesson Highlights:

The level of pH is used to determine the acidity and alkalinity of a substance.

The pH scale is 0-14 where 0 is extremely acidic, 7 is neutral, and 14 is extremely basic.

The level of pH affects the health and well-being of organisms.

Lesson 3.3. Starting from the Ground Up

Plants and animals are dependent upon their environments for survival. Soil provides substance to anchor plant roots and aids in retaining air, water, and nutrients plants use for growth. Animals rely on the soil to produce plants for food and shelter.

To understand the nature of soil, background knowledge of how soils are formed is important. Several factors transform rock and other parent material into soil particles. Over time, collections of soil particles comprise layers of soil called horizons. Soil horizons each have unique characteristics that affect soil use for plant growth.

The physical weathering process of rocks that make soil particles and form soil horizons can also be harmful for crop production. Soil erosion is the result of the natural weathering process and results in removing valuable top soil. Erosion is viewed as a process which degrades the soil quality.

This lesson examines the forces applied to the earth's surface that are responsible for soil formation. It will also identify the components that make up soil and define the components that contribute to plant growth.

Lesson Highlights:

Mineral matter, air, water, and organic matter are found in different proportions within a soil and define soil quality.

Geographical features and environmental factors influence the formation process of soils and impact soil quality.

Soil erosion results in the loss of quality top soil and is a concern in the study of mineral soils.

Lesson 3.4 The Whole Soil

The properties of the whole soil are extremely important for agricultural production. Particle size, structure, and other soil features provide critical clues for how well soil will function. Soil is not only valuable to agriculture; it is part of everyone's daily life. Students will all have an involvement in soil in some way – either by ownership of land or making decisions by voting on issues related to management of public resources. Every person encounters situations when they need to understand the basics of soil and the interaction of soil with the environment.

Using the soil properties of texture and structure, students will determine attributes of soil samples and how well they will function as a system. This basic understanding will allow students to determine the uses a particular soil is best suitable for and how to manage it.

Lesson Highlights:

Sand, silt, and clay are three sizes of mineral particles that comprise soil texture.

Soil structure and soil texture are elements that affect soil function.

The texture, structure, and color of each layer of soil within a profile are used to identify specific horizons.

Soils form in layers that have distinguishing characteristics from other layers in a soil profile.

Lesson 3.5 Water World

Aspects of water quality and water management are critical in all fields of agricultural production and natural resource management. The amount of water present in all levels of the water cycle is fairly constant, making it a limited resource. Water moves through the water cycle as precipitation, water vapor, groundwater, surface water, and in living organisms.

In this lesson, students will follow the water cycle as a drop of water, study the effect of topography on water, determine how pollutants spread, and test the quality of water. This lesson emphasizes writing skills with both a creative writing story and a more technical lab report. Students also design an inquiry lab in this lesson.

Lesson Highlights:

The water cycle is an example of a naturally occurring system in which the substance can change form and location.

Land topography influences the distribution of water and pollutants.

Water pollution is caused by point and non-point sources.

The quality of water sources, such as streams and drinking water, can be determined by measuring factors such as temperature, pH, turbidity, dissolved oxygen, and total dissolved solids.

Unit Assignment(s):

Key Assignments:

Activity 3.1.4 Measure Me

Purpose

Working in a science-related field not only requires the use of many specific tools, but also the ability to make precise and accurate measurements. The success of many laboratory experiments and your safety rely on your ability to read procedures carefully and follow them accurately. Following procedures often includes measuring a variety of compounds. Measurements commonly used in the laboratory include distance, mass, temperature, and volume. These can be measured using the metric or English system.

An additional measurement used in the laboratory is density. Density is the mass or weight of an object in comparison to its volume. Consider a brick compared to a like-sized piece of Styrofoam, the brick is much heavier even if they are the same size. While the volume of the brick is similar to the volume of the Styrofoam, the density of the brick is much greater. Measuring accurately is like putting a puzzle together. Once you put all the pieces in the right place, you end up with a rewarding end product. Can you measure length, mass, temperature, volume, and density accurately in order to put the pieces of this lab together correctly?

Activity 3.1.5 The Quest for Data

Purpose

Data collection is a very important part of science. While data has been collected by hand for thousands of years, the technology to collect data electronically has been around for fewer than 80 years. Only in the last 20 years has this technology been available to schools. This experiment will introduce you to two of the most common modes of data collection that will be used in this class. You will first collect and analyze data over time. A temperature sensor will be used to record the temperature of water for 60 seconds at a rate of one sample per second. You will also collect data using a mode called Events with Entry. This style of data collection allows you to collect one point of data, and then will ask you to enter a corresponding value for pairing purposes. How can you utilize these types of data collection in agriscience?

Project 3.1.6 Mad Science

Purpose

On the television show Mythbusters®, viewers have seen simple experiments with soda and candy to complex problems with specialized equipment, explosives, and safety bunkers. The hosts of the show take on nearly any question or myth that is presented to them. Yet, before beginning the quest to prove or disprove a myth, the hosts always study the topic, ask questions, make a plan, determine the materials they need, and conduct the experiment safely. More importantly, when an experiment fails or does not prove their hypothesis, they reevaluate and try a new approach. In science, disproving an assumption is not a failure, but an opportunity to try again. The only failure is when a scientist gives up before every angle has been investigated.

To become a good investigator and problem solver, one must have an inquisitive mind, the ability to see beyond busted experiments, and the determination to try again. Using the processes of science will help you set up quality experiments and obtain meaningful results.

Activity 3.2.1 Acids and Bases

Purpose

You are exposed to acids and bases everyday in life. Is the orange juice you may have drank this morning an acid or a base? Was the soap you washed your hands with after lunch yesterday an acid or a base? Explore those questions to develop an understanding of acids, bases, and their relation to pH. Substances that release a hydrogen ion in a solution are called an acid. Those substances that combine with a hydrogen ion are called bases. Think of a water molecule that has two hydrogen atoms and one oxygen atom. If hydrogen is released from a water molecule, it is on its own and has a positive charge (H+ What is left behind is OH- or what is called a hydroxyl ion. If other atoms, such as calcium, take the place of the missing hydrogen atom on the hydroxyl ion what is left behind is a high concentration of H+ the substance acidic. An example is stomach acid that breaks food down in your body. The reverse of this process forms the basic or alkaline solutions. If OH- molecules build up a high concentration, the solution becomes basic, such as soap and baking soda. A pH scale is used to classify substances based on their acid or base concentration. The pH scale range is 0–14 with zero representing the strongest acid and 14 as the strongest base. Pure water would be seven on the pH scale representing the neutral point where hydrogen atoms are in balance. If a substance is acidic, adding a base to the substance should cause the acidity level to move toward neutral. If a substance is basic, adding an acid to the substance should help neutralize the base. The change toward neutral is called buffering. Substances that are not easily neutralized are said to have strong buffering properties. Use LabQuest2 to determine the pH of common substances.

Activity 3.2.2 Life, Death and pH

Purpose

A terrible tragedy has occurred at the local garden center. Agriscience Investigators have been called in to determine who was responsible for the murder of three innocent members of the Petunia family. Who callously murdered Richard and Sally Petunia and their second of three offspring Paula Petunia? The cause of death is suspected to be death by starvation even though the garden store manager had regularly provided food to the Petunia family. The primary suspect is pH. Nutrient uptake and absorption in plants and animals are influenced by pH levels. Use your knowledge of pH to develop a theory for why only three of the five family members died and perform tests on the soil to support your claim.

Activity 3.3.1 Separating the Pieces

Purpose

What can be found in the soil? Quite a bit can be found in soil, as you will learn during this lesson. However, to sort things out, you will need to use a structured approach to investigating soil components. This activity examines the bulk of mineral soils referred to as the solid matter portion. Soil is made up of reduced rock minerals and these minerals are generally classified as sand, silt, or clay. However, other solid matter exists in soil including gravel and organic matter.

Activity 3.3.2 Extracting Air

Purpose

Just like with any living organism, plant roots need oxygen to survive. How is this possible when plant roots are grown underground? It all depends upon pores, which are pockets filled with air or water in the soil structure. Soils that have more porosity are better suited for sustaining plant life. You will assess the quality of a soil based on porosity in this activity. Since soil is filled with pores ranging in all sizes, it is hard to see with the naked eye. You will test the porosity of the soil, which will allow you to see the air trapped in the soil as it is being replaced by water. In addition, you will also compare two soils that have different levels of organic matter content to determine if pore space is affected by organic matter.

Activity 3.4.1 Getting the Feel for Soil

Purpose

It is time to play in the mud! The best way to determine the particles found in a sample of soil is to separate them. For this activity, you will work like a detective and use clues to interpret soil texture. The three soil particles you will distinguish in a soil sample are sand, silt, and clay. You can use a soil textural triangle as a tool to pinpoint the exact classification of the soil texture based on the percentage of each particle size found in the sample.

Activity 3.4.2 On Your Mark, Get Set, FLOW!

Purpose

Soil permeability is critical to understanding how water and soil interact. Soil permeability depends on the presence of pores that help water filter through the soil profile. If soils lack pores, or porosity, water move through it very slowly, if at all. Slow movement of water through a soil caused by poor internal drainage can increase surface erosion. Soil texture is a major contributor to permeability. Use your investigative skills to measure the rate of water movement through different types of soil particles and determine how soil texture and soil permeability are interdependent.

Activity 3.5.2 Running Water

Purpose

You have studied how water moves through the water cycle. As you know, snow typically falls on mountains, but how does it move from mountaintop to the ocean? When precipitation falls on the surface of the Earth, it does not always percolate through the soil into the groundwater. Sometimes it flows into lakes, rivers, streams, and even all the way to the ocean. Landforms, such as mountains, valleys, and slopes, interrupt and direct the flow of water in predictable patterns. Topography is the study of landforms and the shape of the surface of the Earth. How does topography influence where water is located on the surface of the Earth?

Project 3.5.1 The Story of Water

Purpose

The water cycle plays an important role in your life every day. You may take a shower, have breakfast on clean dishes, walk to school in the rain, drink a bottle of water, and plan a snowboarding trip for the weekend all in one morning without even considering the water you use. Throughout the day, you see and use many sources of water.

Have you ever wondered if rain is new water? Or where the water from a pond goes in the summer? Did you ever consider that the groundwater you were drinking may have been consumed by several plants and other animals before it gets to you? Just what happens to a drop of water over a period of time?

Unit Lab Activities:

Activity 3.5.4 Testing for Quality

Purpose

Many factors determine the health and quality of pond, stream, and lake water. The lives of aquatic plants and animals rely on the quality and stability of the water in which they live. In this activity, you will learn about several simple tests that can help determine the quality of water. These tests include temperature, pH, dissolved oxygen, turbidity, and total dissolved solids. What is the quality of surface water in your area?

Project 3.5.5 Drink This

Purpose

In Activity 3.5.4 Testing for Quality, you conducted several tests that indicate the quality of water within a stream. You may have wondered if or how any of these tests apply to the water you drink. While the Water Quality Index is used to determine stream water quality, the Environmental Protection Agency (EPA) and other local agencies monitor and determine standards for drinking water for human consumption.

Do you drink water from a municipal water supply? Maybe your water comes from a well? Or do you always drink bottled water? How will you know if the water you drink is within the EPA standards for drinking water? In this project, you will design an experiment to test the water you consume everyday.

Lab Equipment Used:

- LabQuest2 Interface
- Temperature sensor
- Dissolved oxygen sensor
- pH sensor
- Turbidity sensor
- Turbidity cuvette
- Water source or sample
- Sampling bottle with lid
- Rinse bottle with distilled water
- Lens paper

- 3 ml pipette
- Paper towels
- 30 ml graduated cup
- 100 ml graduated cylinder
- electronic balances
- 500 ml beakers
- Rinse bottle with distilled water
- 0.10 M HCl (acid) dropper bottle
- 0.10 M NaOH (base) dropper bottle
- Safety glasses
- Lab apron
- Disposable gloves

Biology in Agriculture

Lesson 4.1 Totally Cellular

Cells are the building blocks of life, but they also provide a foundation for studies in agriculture. Three important biological aspects related to the cell are introduced to students during this lesson that build their basic knowledge of the importance of cells. The three areas introduced in this lesson include cell parts and function, DNA, and genetic inheritance. In the process, students will sharpen their skills using microscopes, laboratory chemicals, and Inspiration® software.

This lesson begins with a journey inside the cell using Cells Alive® simulations. Next students prepare a slide to view a real cell under a microscope. Once basic organelles are introduced and identified, students dive into DNA by extracting DNA material from fruit. Students construct DNA models to build on their knowledge of DNA structure and learn the relationship between DNA and genetic inheritance. The lesson is completed after the students recognize common clues related to genetic heritance in their own attributes.

Lesson Highlights:

Animal and plant cells have many similarities, especially in regards to cell function; however, there are important structural differences between the two cell types.

The nucleus of an animal and a plant cell is important for several life sustaining processes, such as cell division and protein synthesis.

DNA is genetic material that combined with protein comprises the chromosomes found inside animal and plant cell nuclei.

Genes are a combination of DNA segments that define animal and plant physical appearance.

Offspring of animals and plants derive their genetic traits from both parents.

Lesson 4.2 The Order of Classification

One important skill in scientific investigation is classification. Classification is the sorting or grouping of objects using specific criteria. Scientific classification and binomial nomenclature are often thought of when the word classification comes up, but there are many other useful and necessary classification systems. The criteria used to classify objects can vary depending upon the rationale or objective used.

In this lesson, students will study classification and how objects can be classified in multiple categories. They will develop a flowchart for identifying tools based on their use and use a dichotomous key to identify specimen. The activities in this lesson are designed to demonstrate how classification can be used in multiple agricultural fields of study.

Lesson Highlights:

Classification of people, places, and things is a basic skill used in daily life, scientific research, and the agricultural industry.

Objects can be classified based on their purpose, form, usefulness, and visual characteristics of anatomical or physiological similarities.

Dichotomous keys are a classification tool used to identify objects based on their physical features.

Lesson 4.3 Living in Harmony

The study of ecology provides foundational knowledge in the relationships between plants, animals, and ultimately humans. Organisms rely upon one another and the environment in which they live to survive and thrive. The balance and order within an ecosystem is often influenced by agricultural practices.

Students will model the flow of energy within an ecosystem and test the interdependence of plants and animals in this lesson. They will complete a WebQuest to study the characteristics of one ecosystem and construct a display to teach others about that ecosystem.

Lesson Highlights:

Ecosystems are an interaction between organisms and the environment in which the organisms live.

Energy flows from producers (plants) to consumers (animals).

Plants and animals depend on each other for survival.

Unit Assignment(s):

Key Assignments:

Activity 4.1.2 A Nuclear Onion

Purpose

The nucleus is the most visible organelle of a eukaryote cell. It is one of the largest cell organelles and contains many components, such as chromosomes and DNA. With the aid of a compound microscope and proper preparation of a microscope slide, you will be able to locate a nucleus as a dark round body within the cell membrane of a eukaryote cell. The nucleus is the primary mechanism a cell uses to replicate new cells and monitor the cellular function. As an Agriscience Investigator, using a microscope and preparing slides is an important skill. Can you use scientific tools to prepare a slide and observe cells? Can you spot the nucleus of an onion cell?

Activity 4.1.3 Extracting DNA

Purpose

All eukaryote cells contain a nucleus, which in turn contain deoxyribonucleic acid otherwise known as DNA. DNA is the material that cells use for replication to create new cells with similar characteristics. DNA is the starting point for studying genetics and gene inheritance that will be studied in future activities and projects. The DNA found in the nucleus of animal and plant cells consist of long threadlike chains of proteins. These microscopic threads number in the millions for even the smallest samples of animal or plant tissue. It is impossible to see the individual components with the naked eye and requires an extremely powerful microscope to see the structure of a DNA molecule clearly. Although you cannot see individual strands of DNA, it is possible to separate DNA from other cellular components and discover evidence of large concentrations of the material.

Activity 4.3.2 Passing Gas

Purpose

You know that animals rely on plants for food, but did you know that plants and animals rely on each other for life sustaining gases in the air? Plants photosynthesize to produce their food. For photosynthesis to occur, plants need carbon dioxide. Animals produce carbon dioxide when they exhale. Conversely, a by-product of photosynthesis is oxygen and animals need oxygen to breathe. Test the production of carbon dioxide and oxygen by plants and animals in this experiment.

Project 4.1.6 Family Traits

Purpose

Segments of DNA constitute genes. Genes define physical traits of living organisms. These traits are passed onto offspring as the DNA is replicated and eventually combined with another parent's DNA to form a unique DNA sequence for each individual. However, some of the parent's traits are lost in the process of combining DNA where other parental traits are clearly noticeable in the offspring.

Traits define the unique characteristics of an individual within a species. You are able to trace back certain physical traits through relatives and different generations to find the source of the trait. The understanding of genetics and genetic inheritability is important to the industry of agriculture to produce animals and plants that have desired traits used for products and longevity.

Project 4.2.3 Tools of the Trade

Purpose

As you have learned, there are many ways the same object can be categorized. For example, some of the ways plants are classified include use, lifecycle, and growth habits. A use-based classification system of agricultural products intended for human needs may include aesthetics, food, fiber, medicinal, or fuel. Animal classifications may include breed, use, or species.

There are countless ways to group objects based on your objectives. You can use the knowledge of classification to help you group any type of objects together for identification purposes. When working with tools in the shop or outside, it is important to use the right tool for the job. However, how will you know what the correct tool is? Use your knowledge of classification to help you sort tools by use and purpose.

Unit Lab Activities:

Project 1.1.1 Ecocyctom Exploration

Purpose

As an Agriscience Investigator, it is important to understand the environment surrounding you and the objects of your investigations. Plants and animals exist in harmony with their natural environment. What happens when the natural balance is upset or new organisms are introduced to an ecosystem? To be able to answer this question, you must know the make-up and organization of the ecosystem first.

Lab Equipment Used:

- LabQuest2
- Dissolved oxygen sensor
- pH sensor
- 300 ml Beaker
- 4 screw top test tubes
- Test tube rack
- Distilled water spray bottle
- Pipette
- Parafilm
- 2 pond snails
- Pond water
- 2 Elodea sprigs
- Strawberry
- Separation tray
- Plastic test tube
- Funnel
- Plastic sleeve
- Plastic baggie
- Cheesecloth

- Wood splint
- Plastic dropper
- Graduated cylinder
- Cell lysis solution
- DNA precipitation solution
- slides
- coverslips
- Lens paper
- Forceps
- Compound microscope

Plants and Animals

Lesson 5.1 Edible Agriculture

Agriculturalists produce a steady supply of crops and livestock for human consumption. The food derived from plants and animals provides humans with the nutrients needed for survival. The types of food consumed have changed over time with advancements in preservation, transportation, and technology.

In this lesson, students will record the types of food they consume in a twenty-four hour period and determine if their diet is mainly plant-based or animal-based. Students will also conduct an experiment to determine the effectiveness of preservation methods toward decreasing bacterial growth. Finally, they will track the path of agricultural goods from producer to consumer and solve a problem based on the outbreak of a foodborne illness.

Lesson Highlights:

Food is derived from animal and plant products.

Consumption trends of food have changed over time based on an increase of information about health issues and technological advances.

Food must be produced, transported, processed, and stored in a safe way.

There are many points where food can be contaminated while in route to the consumer.

Lesson 5.2 All About Plants

Plants are the basis for nearly all agricultural production. Agricultural plant crops produce food, fiber, and fuel as well as plants that are aesthetically pleasing. Plants utilize energy from the sun to convert water and carbon dioxide to sugar. A person working with plants requires knowledge of basic plant anatomy and processes to grow, manage, and market plant products.

In this lesson, students will review the four main parts of a plant and the functions of each part. Students will also learn the specific parts of a flower, conduct a germination trial on bean seeds, and explore the effects of light on photosynthesis, respiration, and the production of sugars.

Lesson Highlights:

Plants have roots, stems, leaves, and flowers, which are all vital to survival.

Flowers, consisting of four main parts, produce seeds for reproduction.

Seeds require moisture and warmth for germination.

Plants convert raw materials using the energy of the sun into sugar and oxygen.

Plant cells use water, oxygen, and glucose to produce energy and metabolic by-products of carbon dioxide and water.

Lesson 5.3 Plant Needs

While plants produce energy through photosynthesis, they also have basic environmental needs. Plants need light, water, warm temperatures, and nutrients for optimal growth and production. Students were introduced to the importance of light in Lesson 5.2 All About Plants and the relationship between light and photosynthesis.

Water plays an important role in plants, as it is a factor in the uptake of nutrients, temperature control, life processes such as photosynthesis and respiration, and is responsible for turgor pressure. Plant growth is also influenced by temperature. Temperatures above or below the optimal growth range can slow plant growth and development. Just as important, plants require sixteen essential nutrients. This lesson addresses the six macronutrients, nitrogen, phosphorus, potassium, calcium, magnesium, and sulfur.

Students will have study the water, temperature, and nutrient needs of plants. They will also design and conduct an inquiry experiment based on the optimal growth conditions of one environmental factor for a plant.

Lesson Highlights:

Production and management of plants are based upon environmental conditions, such as temperature.

Plants require adequate amounts of water for survival, growth, and development.

The three primary nutrients, nitrogen, phosphorus, and potassium, are necessary for the healthy growth of plants.

Lesson 5.4 Animals in Ag

Animal anatomy is broken into two categories including external parts and internal organs. Knowledge of anatomical parts provides common terminology for animal producers, scientists, and veterinarians to communicate about animal features. Knowing external parts terminology is also critical for animal selection and marketing.

Selecting quality animals is an important skill for livestock producers and requires an understanding of external anatomy. Using criteria to select animals consistently requires an understanding of the economically and aesthetically desirable traits. Animals are evaluated based on their visual appearance or conformation. Conformation is a combination of priorities, such as muscularity, structural soundness, condition, capacity, and balance.

Internal parts, or systems, are responsible for life processes including such functions as circulation, digestion, endocrine secretion, excretion, nervous function, reproduction, and respiration. The understanding of internal parts and their functions is also necessary when contemplating raising animals.

Students will develop posters depicting the external anatomy of an animal species and share with their classmates. They will learn to evaluate animal conformation using industry criteria and they will learn the internal body systems and the functions of each body system.

Lesson Highlights:

Body parts of animals vary among different species.

Production and management of animals are based on anatomical and physiological characteristics.

Animals are selected based upon the quality and correctness of anatomical structure and productive potential.

Animals have a complex set of systems that must work together.

Lesson 5.5 Animal Care

As previously discussed in Lesson 1.1 Agriculture Everyday, the basic needs of humans are food, shelter, and clothing. Similarly, animals need food and shelter to survive. The requirements may differ slightly, but the basic needs of humans and animals are very similar. Nutritionally, all animals need protein, carbohydrates, fats, vitamins, minerals, and water to survive. Livestock and other domestic animals typically receive these nutrients from plant sources.

Shelter for animals can be as simple as a windbreak or as extensive as a climate-controlled barn. Shelter protects animals from extreme weather conditions and helps maintain body temperature and other bodily functions.

Animals behave instinctively and may react to visual and audio stimuli differently than people. Learning about optical illusions is one way students may gain an understanding how of perception and visual stimuli influence animal behavior and response.

In this lesson, students will research the nutrients required by animals and classify common feeds into the category of nutrient the feed provides. They will investigate the effects of insulation on regulating body temperature and how visual perceptions can be easily influenced. Students will conclude the lesson by discussing the problems associated with using animals as food.

Lesson Highlights:

Animals require food, shelter, and water for survival.

The nutrients needed by animals include protein, carbohydrates, fats, vitamins, minerals, and water and are found in many feed sources.

Shelter helps animals control body temperature.

Animals perceive potential dangers differently than humans.

The production of food, fiber, and fuel sometimes creates ethical dilemmas for producers and consumers.

Unit Assignment(s):

Key Assignments:

Activity 5.1.2 Chill to be Safe

Purpose

Hand washing is an important part of daily hygiene, especially when working around food. The transfer of germs from contaminated work areas and dirty hands can cause illness and occasionally death. Keeping foods at an optimum temperature can also keep bacteria from growing. In the food industry, safe food handling and packaging is regulated by the US Department of Agriculture to ensure a safe food supply. Consider the foods you recorded in your food journal, did you give much thought to how safe the food was? Ground meat is a commonly contaminated food. First, meat products are ideal growth environments for bacteria. Secondly, there are several steps in producing ground meat products and each step is a potential contamination point. Third, by grinding the meat, the surface area available for bacterial growth is increased exponentially over a cut, such as steak or roast. Just how safe is the food supply at the grocery store? Does refrigeration and cooking decrease or limit the bacterial growth on ground meat?

Problem 5.1.4 Cereal Killers

Purpose

Outbreaks of foodborne illnesses are costly for producers. Outbreaks are uncomfortable and sometimes even life threatening for those infected. A speedy diagnosis of the disease and how it was introduced and spread through food is important for health and safety. Many government agencies, such as the United States Department of Agriculture, Food and Drug Administration, and Centers for Disease Control and Prevention, are involved in handling outbreaks.

What if an outbreak of foodborne illness occurred in your school? Can you use your abilities as an Agriscience Investigator and your knowledge of food sources and processing to develop a plan to track down a nasty foodborne illness?

Activity 5.2.3 Bean Sprouts

Purpose

Just as you started life as an egg, plants start life as an egg as well. The flower produces eggs in the ovary. Those eggs go on to become the next generation of plants once they are fertilized. Typically, plant eggs are called seeds. In order for a seed to become a new plant, they need the correct environment and nutrients to grow. Every living organism has certain requirements that must be met for growth and survival. Do plants need water to germinate? If so, how much? Find out in this activity.

Activity 5.2.4 Sugar From the Sun

Purpose

You have heard that plants produce their own food by converting water and carbon dioxide into sugar. You may have wondered how this is possible and what evidence can be found to prove this true. The process plants use to convert water and carbon dioxide into glucose, a sugar, is called photosynthesis. As you learned in Activity 3.3.1 Cell Parts, plant cells have chloroplasts. Chloroplasts, which can be found in plant leaves, contain a substance called chlorophyll. Chlorophyll uses energy trapped from sunlight to convert water and carbon dioxide into sugar. Without sunlight, plants cannot photosynthesize. Plants use the sugars they produce to live, grow, and reproduce. They also store extra sugars as starch. The presence of starch can be determined by using a starch indicator solution. Iodine is a solution that reacts with starch and one type of iodine solution is Lugol's solution. When iodine and starch react, the result is a deep blue-black color. Complete the following activity to determine if sugar is produced by photosynthesis.

Activity 5.2.5 Refueling Plants

Purpose

As you discovered in Activity 5.2.4 Sugar from the Sun, plants make glucose by using the energy of the sun to convert raw materials through the process of photosynthesis. When plants require energy, they can tap into the stored energy of glucose by a process called cellular respiration. The process of photosynthesis involves the use of light energy to convert carbon dioxide and water into glucose and oxygen. This process can be summarized by the following reaction. Cellular respiration refers to the process of converting the chemical energy of organic molecules into a form usable by organisms. Glucose may be oxidized completely if sufficient oxygen is available in the following reaction. Notice that the chemical equation for photosynthesis is nearly the exact opposite of respiration. Plants produce and consume sugars in a self-fueling cycle. Find evidence of plants fueling themselves in this activity.

Activity 5.3.2 Standing Tall with Water

Water is essential to all living plants and cells. It is especially important to plant growth and production. Plants absorb most water through their roots. What happens to plants when there is not enough water? In herbaceous, or non-woody, plants, turgor pressure holds plants upright. Turgor pressure is the force that water inside the vacuole of a cell exerts on the cell wall. When the vacuole is full and pushing against the cell wall, plants stand tall and upright. With insufficient water, plants lose turgor pressure and wilt. When water is deficient for too long plants reach their permanent wilting point, or the point when they can no longer recover from a water deficiency

Activity 5.5.2 Keeping Warm

Purpose

Providing shelter for animals is sometimes overlooked. While most animals have a hide or fleece to provide additional warmth, there are times when additional heat is necessary. In times of high temperatures animals may need help cooling their bodies. Shade is most common, but misting systems are used in areas with very high temperatures. You may have heard the phrase "sweating like a pig". This common saying is quite false, as pigs do not have sweat glands making them very susceptible to health concerns during high temperatures. Animal producers and owners manage animals in many ways to provide proper care and shelter. Barns and shelters keep animals out of rain, snow or other wet conditions. Within a barn, the walls may provide insulation against colder or warmer conditions outside. Sheep producers help animals regulate body temperature by shearing the fleece. What difference in body temperature does insulation, such as wool, make?

Problem 5.5.4 Animals as Food

Purpose

Take a look at a lunch menu. You might see items like hamburgers, chicken strips, sausage pizza, turkey sandwiches, and fish tacos. Meat products are available nearly everywhere, whether you choose to eat meat or not. What type of impact does meat consumption have on the food supply and the environment?

You may have heard the terms vegan, vegetarian, flexitarian, and so forth when it comes to types of diets. People choose to avoid meat in their diet for many reasons including religious beliefs, beliefs on animal rights, health reasons, and to promote sustainability. No matter how you eat, there are many opinions about meat consumption.

Project 5.1.3 From Farm to Fork

Purpose

Whether your food is raised on a farm or grown in a field, the agricultural products you consume daily are typically processed before they are available for the public. Food is packaged for convenience and transported to grocery stores where it is ready for purchase. How do foods you eat everyday get from the farm to you?

Project 5.2.2 Build a Bloom

Purpose

Flowers come in all shapes, sizes, and colors. Flowers are an important part of a plant; they contain the pollen and egg which form seeds allowing new plants to grow. Flowers are typically colorful to attract insects that aid in pollination. Flowers can be classified as complete, incomplete, perfect, and imperfect based upon their anatomical structures. Each part of the flower has an important role so that reproduction can take place. What does each flower part look like? Build a model to learn the structures in a flower.

Project 5.3.4 Optimal Growth Ranges

Purpose

Plants need water, light, nutrients and warmth for optimal growth. The variables that affect plant growth are many, and agriculturalists need to consider each factor when determining which crops to grow and how to provide for the environmental requirements of plants.

You have learned about individual requirements of plants, but the range of each environmental requirement for optimal growth remains a question. For instance in Lesson 5.2 All About Plants, you determined that plants need light to photosynthesize, but how much and what kind of light is needed? Find out more about plant growth requirements as you design and conduct an experiment for this project.

Unit Lab Activities:

Project 5.4.1 Animal Anthropology

Purpose

As a child, you quickly learned your body parts, such as eyes, ears, nose, knees, and toes. Your features distinguish you from others and the basic external anatomy of humans distinguishes them from other animals.

The anatomy of each species of animal is slightly different. Which animal has a comb, dewlap, gaskin, or jowl? Investigate the specific features of one species and identify other species as you begin to dive into the anatomical features of animals.

Lab Equipment Used:

- LabQuest2
- 2 temperature sensors
- Insulated cup
- Plastic cup
- Large plastic container
- Warm water
- Cold water
- Ice
- Electric fan
- 3 seedling plants
- 2 rock wool cubes
- 30 ml graduated cup
- LabQuest2
- CO_2 gas sensor
- 250 ml respiration chamber
- Aluminum foil
- Plant leaves
- Forceps
- 600 ml beaker
- 2 250ml beakers
- 150 ml isopropyl alcohol
- 450 ml water
- Hot plate
- Lugol's solution
- Stopwatch

- Forceps
- Petri dish
- Beaker tongs
- Pipette

Mechanics in Agriculture

Mechanics of Agriculture

Lesson 6.1 The Greening of Energy

During the early part of the 21st century, the world has seen a major shift in the type and use of energy. The cost of energy has increased during the first decade of the 21st century, which has brought on the concept of green energy, or the wise use of natural resources and the use of alternative energy sources.

What role does agriculture play in this puzzle? Agriculture is a primary user of consumable energy in the United States; however, agriculturalists produce several forms of renewable energy. Renewable energy resources range from capturing sunlight and wind to produce electricity to processing crops into biofuels to replace petroleum-based fuels such as gasoline and diesel.

In this lesson, students will compare the emissions of a fossil fuel and a biofuel. They will test the energy produced by solar panels and develop a display about a type of alternative energy. The lesson concludes with a debate over the advantages of alternative fuels.

Lesson Highlights:

People depend on consumable forms of energy, such as fuel and electricity, which are used in everyday life.

Agricultural commodities can be converted to alternative energy sources.

Many renewable energy sources, such as wind, solar, and biofuels, are currently being used in the United States.

The efficiency of energy and the amount of energy produced varies among sources.

The sustainable use of fossil fuels and renewable energy sources are the basis of many issues and concerns among consumer groups.

Lesson 6.2 This is My Land

In order to buy and sell land, there must be clear boundaries and descriptions. Once boundaries are identified, the acreage of the area within these defined boundaries can be determined. Boundaries and acreage are used to provide a legal address. A common way of assigning a legal address is through a system called legal land description.

The method used to define land boundaries varies among states. The most recognized method is land surveying. Surveying of land requires certain skill and knowledge related to specific equipment used and the terminology that is appropriate for communication of information. The newest technological approach to surveying is using Global Positioning System (GPS) in combination with Geographic Information System (GIS). GPS uses satellites to determine boundaries and points. GIS is used to define those areas, points, or lines determined by GPS equipment and operators. GIS data can include important information, such as soil type, moisture, vegetation, slope, and acreage. Agriculture uses GPS and GIS together for production, construction, and mechanical management purposes.

In this lesson, students will explore systems of land description commonly used. They will use GPS and GIS to determine locations and monitor soil conditions. Finally, they will complete a role-playing exercise to learn the issues surrounding land use and zoning laws.

Lesson Highlights:

All property is legally defined and recorded based on a standardized regulatory system.

There are federal, state, county, and local laws that govern how land can be used.

Global Positioning System (GPS) is a method used to determine an exact location of a point on the earth using a coordinate system based on longitude and latitude readings.

Applications of Global Positioning Systems and Geographic Information Systems are used in all disciplines of agriculture and natural resource systems to improve agricultural production efficiencies and environmental quality.

Lesson 6.3 How It's Made

The process of planning is important in all aspects of life. Planning plays a key role in the building and design of projects. Taking an idea and planning the steps to make it happen is the basis of design. Understanding the elements of planning and how to design will be addressed throughout this lesson.

In this lesson, students will review the basics of English and metric measurement, solve proportions, calculate scale, draw three-view project plans, and develop steps for completing a plan. They will complete the lesson by researching, designing, drawing, planning, and estimating cost for a birdhouse.

Lesson Highlights:

English and metric linear measurement systems are two useful forms of measurement used every day.

Measurement accuracy is critical for project success.

The proper use of scale is important when drafting and designing project plans.

Agricultural projects involve planning, design, construction, implementation, and evaluation.

Unit Assignment(s):

Key Assignments:

Activity 6.1.1 Clean Smoke

Cleaner burning. Energy efficient. Environmentally friendly. E85. The labels and promotion of vehicles and

other energy consuming products make many of these claims. But what do they mean? Is ethanol better

for the environment than gasoline?

Most energy used in the United States consists of burning a combustible material and harnessing the heat, or energy, produced. The burning of combustible materials releases harmful gases and soot into the air. Typically, fuels that produce more soot tend to be more harmful to the environment. Fuels that produce more heat per unit produce more energy. There are many methods to compare the efficiency and the environmental impact of fuels. To determine efficiency, the heat released during the combustion process may be measured. Environmental impacts can be measured by the particulate matter, or soot, released into the air and by the amount of carbon dioxide produced. Carbon dioxide is a greenhouse gas. A common method to determine the presence of particular substances is through the use of indicators. An indicator solution changes color in the presence of the material for which you are testing. Bromthymol blue (BTB) is an indicator that turns yellow in an acidic solution and blue in a basic solution. When carbon dioxide is suspended in water, it forms carbonic acid. BTB can be used to indicate the presence of carbon dioxide in water. Sodium hydroxide is a base used to neutralize acidity. The amount of sodium hydroxide required to neutralize the solution indicates the concentration of carbon dioxide in the solution. When collecting data, scientists use visual indicators as well as measurements. Data collected using visual observations is called qualitative data while data that is measured is called quantitative data. Collect qualitative and quantitative data as you conduct an experiment comparing two fuel sources.

Project 6.1.3 Going Green

Purpose

With the world population of humans increasing, the need for alternative energy sources is increasing. A large push has been made for alternative fuels, such as corn-based ethanol; however, using corn products for fuel can reduce the amount of land used for food production.

There are several ways in which agriculturalists can improve the availability of alternative energy. These include wind energy on farms, solar energy systems added to farm structures, and the wise use of resources. The future of agriculture is dependent on developing alternative energy sources while producing food to feed the world. What is the best alternative?

Project 6.2.6 Dangers of Rezoning

Purpose

Property and land is classified, or zoned, for specific uses or purposes. Common zoning categories include agricultural, commercial, industrial, forestry, and residential. When land is zoned within a particular category, the uses and development of that land are regulated by zoning laws.

Lands designated as agricultural or forestry are sometimes rezoned for commercial, industrial, or residential purposes. Is it right to convert land used for wildlife or agricultural production to homes? Should businesses and industry build on land that could be producing food?

Activity 6.3.1 How Will it Measure Up?

Purpose

Planning and constructing projects are useful life skills. One important skill is the ability to read a ruler and tape measure accurately. In Activity 3.1.2 Measure Me, you used a variety of measurements and reviewed the differences between the English and metric systems. In project planning and construction, linear measurements are very important. From miles to millimeters, the length, or distance, of objects can be measured. When constructing small projects, inches and feet are the most common English measurement increments while millimeters, centimeters, and meters are the most common metric increments. Are you ready to begin planning and constructing projects? Find out by examining your ability to convert numbers and fractions, read a ruler, and measure accurately.

Project 6.3.4 Road Trip

Purpose

Just the words "road trip" bring to mind fun and excitement. Some people when contemplating a road trip put a lot of thought, time, and planning into it. However, others may enjoy the experience and thrill of pulling out of the driveway with no specific direction in mind. Both types of trips can have their ups and downs; however, as experience may tell you, the most successful road trips have a plan. You may have to deviate from the plan now and then, but overall having a plan may help you avoid a few bumps on the road.

Building a project requires a plan as well. Granted, it might be interesting for you to take a few supplies and begin building something; however, the costs could become alarmingly high as the amount of corrections and adjustments needed add up. Before beginning any type of project in an agricultural course, you need to have carefully developed a plan.

Unit Lab Activities:

Project 6.3.5 Birdhouse Needed

Purpose

Eighty-five species of North American birds excavate nesting holes, use cavities resulting from decay (natural cavities), or use holes created by other species in dead or deteriorating trees. Many species of cavity-nesting birds have declined because of habitat reduction. Of the 85 species, many of the cavity-nesting birds are highly dependent upon man-made nesting structures. As well, some of these birds may never be able to utilize the structures due to poor planning or other birds and wildlife invading the birdhouse.

In order to encourage population growth in certain cavity-nesting birds, proper understanding of the specific requirements for the bird should be incorporated into the planning of an appropriate birdhouse. Can you design the ultimate birdhouse for a species of your choice?

Lab Equipment Used:

- Ruler with inches and centimeters
- 100 ft tape measure with feet and meters
- LabQuest2
- Temperature sensor
- Forceps
- 2 empty soup cans
- Lighter
- 125 ml plastic bottle with lid
- 2 stirring rods
- 2 single hole stoppers
- Ring stand
- 10 cm ring
- Utility clamp
- 100ml graduated cylinder
- 2 30 ml graduated cups

- Beaker tongs
- Paper towels
- Water
- 60ml burner with kerosene
- 60ml burner with ethanol
- Bromthymol blue (BTB)
- Sodium hydroxide (NaOH)

Looking Ahead

Lesson 7.1 Your Future in Agriscience

As the Introduction to AFNR course comes to a close, students will reflect on their learning for the year, wrap up their Career Portfolio, and address a global issue in agriculture.

Lesson Highlights:

Agriculture plays an essential role in society and feeding the world.

People develop goals in order to achieve their dreams.

Accurate record keeping is important to the success of an agricultural enterprise.

Unit Assignment(s):

Key Assignments:

Problem 7.1.1 Solving World Hunger

Purpose

The population of the world continues to grow and increase, but the amount of land on which food is produced is finite. In fact, many acres of prime agricultural land are used for residential and industrial purposes. Additionally, there are areas with good soils, but no water with which to grow crops.

In addition to current population challenges, many view current agricultural practices as unsustainable. Some groups believe the practices used to produce plants and animals in the most efficient and economical ways decrease the diversity and health of plants and animals.

Project 7.1.3 My First Job

Purpose

When applying for a job, there are three documents employers typically use to select the best candidate, a resume, a cover letter, and a job application. The resume is an advertisement of your skills, experiences, and abilities. The cover letter is a formal introduction of yourself and a request to be considered for a specific job. The job application is a form an employer uses to collect information about you that the company requires. How will your application package stack up against your peers?

Unit Lab Activities:

Project 7.1.4 Career Gallery Walk

Purpose

The diversity of opportunities and careers will provide you many options as you continue in agriscience. As the world population grows, the need for food, clothing, building materials, ornamentals plants, fuel, recreational areas, and living space will grow as well. Does your future lie in one of the many opportunities awaiting you?

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Modern Livestock and Poultry Production	J.R. Gillespie & F.B Flanders	Delmar	8th Edition	[empty]	No
Small Animal Care and Management	D.M. Warren	Delmar	3rd Edition	[empty]	No
The Science of Animal Agriculture	R.V. Herren	Delmar	3rd Edition	[empty]	No
Agriscience: Fundamentals and Applications	L.D. Burton	Demar	5th Edition	[empty]	Yes
Plant and Soil Science: Fundamentals and Applications	R. Parker	Delmar	2010	[empty]	No
Agricultural Mechanics: Fundamentals and Applications	Delmar	Delmar	6th Edition	[empty]	No

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
CASE: Curriculum for Agricultural Science Education	(c) 2013 - Curriculum for Agricultural Science Education	The National Council for Agricultural Education	http://case4learning.org/
National FFA Organization	[empty]	National FFA	ffa.org
The Agricultural Experience Tracker	[empty]	National Association of Agriculture Educators	www.theaet.com

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Professional Growth Language

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☐ Action

☐ Discussion

☒ Information

BACKGROUND:
Certificated Management employees hired before 1/1/21 received a professional growth rate of 5%. The District updated this language in the Certificated Management Handbook so that employees hired after 1/1/21 would receive a growth rate of 3%. Based on a compensation review of certificated management with STRS, the District was informed that all employees doing similar duties shall maintain the same professional growth rate. The Board approved the Certificated Management Handbook at the September 9 Board meeting reversing this language within Article 9 to ensure that all eligible certificated management employees doing similar duties earn the same professional growth of 5%. The Payroll Supervisor will review all management employees' salaries to ensure that all eligible management employees hired after 1/1/2021 are on the 5% professional growth plan. This information is being brought forward for the purposes of the minutes and to provide clarification for STRS.

REFERENCES:
Certificated Management Handbook - Article 9

9.9 Professional Growth

~~To encourage professional growth of management employees, the District established an incentive plan for those on Step 5 of the salary schedule on or after July 1, 1983.~~

~~9.9.1 During each two-year period, employees who obtain six units of course credit and/or the equivalent of 6 units that have been pre-approved by the Superintendent shall be eligible for a salary increase of five percent (5%) added to their base salary. Once a management employee earns a professional growth increase, the increase will carry to any other certificated management position to which the employee is promoted or assigned.~~

~~**9.9.1 For employees hired on or after January 1, 2021, the salary increase shall be three percent (3%) added to their base salary**~~.

~~9.9.2 Employees can earn no more than a total of five professional growth increases added to their base salary. Only one additional professional growth increase can be earned during each two-year period. The professional growth credit/units used for calculating each salary increase must be earned during the specified two-year period.~~

~~9.9.3 The Management Coursework Approval Form shall be submitted to the Superintendent for pre-approval before any type of Professional Growth credit/units can be posted for a salary increase.~~

As of July 1, 2025, professional growth will be incorporated into additional steps on the salary schedule. Units of course credit will not be required for step advancement.

9.10 Professional Organization Dues

Dues for one professional organization will be paid by the District, if approved by the Superintendent.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Confidential/Supervisory/Management Handbook

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: ☒ Action

☐ Discussion

☐ Information

BACKGROUND:
Based on a compensation review of certificated management with STRS, the District needs to reverse the 3% professional growth language for certificated and classified management employees hired after 1/1/2021. This reversal ensures that all eligible management employees doing similar duties earn the same professional growth of 5%. The payroll supervisor will review all management employees' salaries to ensure that all eligible management employees hired after 1/1/2021 are on the 5% professional growth plan. Administration is recommending the Board approve updates to Article 9 in the Confidential/Supervisory/Management Handbook in order to reflect this reversal.

REFERENCE:
The Confidential/Supervisory/Management Handbook was sent to the Board under separate cover. Copies may be obtained from the District Office by contacting 530-241-3261. Confidential/Supervisory/Management Handbook - Article 9.

9.8.5 With prior supervisory approval and authorization, the Superintendent may grant Confidential and Supervisory employees an additional seven days to be used at any time during the school year. These days may not be carried over to the next year.

9.8.6 Effective September 1, 2011, seven (7) days outlined in 9.8.5 will not be available to Supervisory, Confidential and Classified Management hired after September 1, 2011.

9.9 Professional Growth for Classified Management and Overtime Exempt Supervisory Employees

~~To encourage professional growth of classified management and overtime exempt supervisory employees, the District established an incentive plan for those on Step 5 of the salary schedule on or after July 1, 1983.~~

~~9.9.1 During each two-year period, employees who obtain six units of course credit and/or the equivalent of 6 units that have been pre-approved by the Superintendent shall be eligible for a salary increase of five percent (5%) added to their base salary.~~

~~9.9.1.1 On or after January 1, 2021, the salary increase shall be three (3%) percent added to the base salary.~~

~~Once a management employee earns a professional growth increase, the increase will carry to any other management position to which the employee is promoted or assigned.~~

~~9.9.2 Employees can earn no more than a total of five professional growth increases added to their base salary. Only one additional professional growth increase can be earned during each two-year period. The professional growth credit/units used for calculating each salary increase must be earned during the specified two-year period.~~

~~9.9.3 The Management Coursework Approval Form shall be submitted to the Superintendent for pre-approval before any type of Professional Growth credit/units can be posted for a salary increase.~~

As of July 1, 2025, Professional Growth will be incorporated into the additional steps on the salary schedule. Units of course credit will not be required for step advancement.